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ABSTRACT

The careers of college presidents, provosts, and academic deans were studied, based on a stratified random sample of 4,000 line administrators in 1,600 accredited four-year, degree-granting institutions. Responses were obtained from 310 presidents/provosts and 1,293 deans. Attention was directed to respondents' personal, educational, and professional background and career issues. Findings for the presidents and provosts include the following: about half of the presidents and provosts were between 45 and 55 years old; 8.3 percent of the presidents and 13.6 percent of the provosts were women; over 90 percent of presidents and provosts had earned doctorates; 64.3 percent of the presidents and 87.7 percent of the provosts held academic rank, and 91 percent of the presidents and 89.6 percent of the provosts were full professors. Findings for the deans include the following: 13.6 percent were females, and 7.2 percent were minorities; over 80 percent of the deans held rank and tenure; 56 percent were not seeking a job change; and 60 percent reported at least one mentor relationship. Faculty position was found to be the main entry position for most of the top-line administrator positions, and there was no definitive career path leading to the college presidency. (SW)

Leaders in Transition

A National Study of Higher Education Administrators

The Pennsylvania State University
in cooperation with
The American Council on Education

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The Leaders in Transition project was developed at the Center for the Study of Higher Education at The Pennsylvania State University. Its success as a national survey of collegiate administrators would not have been possible without the support and cooperation of numerous people and agencies. The Office of Women in the American Council on Education was responsible for securing the sponsorship of that agency, which was crucial to the large response rate we generated. Funding for this portion of the overall project was provided by a grant from the Exxon Education Foundation to TIAA-CREF. Dr. Peggy Heim was instrumental in securing the grant to TIAA-CREF from the Exxon Foundation and provided other assistance and scholarly support. Dr. Richard Johnson, program officer at Exxon, has been consistently helpful and interested. Additional funding for the overall project was provided by the Pennsylvania State University through the Center for the Study of Higher Education and by a grant from the Ford Foundation.

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Cynthia Jones saw to the myriad details of managing the data set and the tabular presentations with care and sustaining good humor. Christine Irvin and others at the Center typed the multiple drafts and revisions with speed and skill.

Finally, I would be entirely remiss if I did not acknowledge here with thanks the over 3,000 busy administrators who took time from their crowded days to answer the questionnaire. Without them, the report given below could not be written; because of them we hope the information the report holds will be of use in sustaining the vitality of American higher education.

K. M. Moore
Project Director
University Park

SUMMARY OF MAJOR FINDINGS

PRESIDENTS AND PROVOST

- Approximately half of the presidents and provosts in the Leaders survey are between forty-five and fifty-five years of age. Although these data confirm the findings of other studies, the similarity in ages of presidents and provosts may have significance for promotion opportunities for provosts.

- Of the presidents only 8.3 percent and of the provosts 13.6 percent are women. Eight presidents and eight provosts are members of minority groups. Compared to the total sample of all types of administrators, women and minorities are underrepresented at the presidential and provost levels.

- An overwhelming majority of presidents (79.5 percent) and provosts (82.5 percent) are married and living with spouses. Conversely only 5.1 percent of presidents and 7.8 percent of the provosts are single.

- Presidents' wives (62 percent) are much more likely to be homemakers than are the wives of provosts (38 percent).

- Over one-fourth of both presidents' and provosts' fathers were employed in blue-collar or service occupations. Presidents' mothers were much more likely (80 percent) than either provosts' mothers (69 percent) or mothers in the general sample to have been homemakers.

- An overwhelming majority of presidents and provosts have earned at least one bachelor's, one master's and one doctoral degree. Over 90 percent of presidents and provosts have earned doctorates - double the percentage of doctorates found in the regular sample.

- While great diversity exists in the academic major fields of presidents and provosts, the humanities is the most frequently chosen area of study at the bachelor's, master's and doctoral level.

- The Ph.D. is the doctoral degree held by a majority of presidents (75 percent) and provosts (80 percent).

- The most frequently reported type of graduate assistantship for both presidents and provosts is the doctoral teaching assistantship. On the whole fewer female presidents and provosts were supported by graduate appointments.

- Over half of the presidents (51 percent) and provosts (59 percent) have held their positions for five years or less. Approximately 20 percent of the presidents and provosts have held another presidency or provostship, respectively, prior to assuming the current position.

- A total of 64.3 percent of the presidents hold academic rank, of whom 91 percent are full professors. Of the provosts 87.7 percent hold rank and 89.6 percent are full professors. Approximately 47 percent of the presidents and 60 percent of the provosts hold tenure. Female presidents (38.5 percent) are much less likely to be full professors than their male counterparts (90 percent).

- Presidents are more likely to have participated in professional activities than provosts. Very few presidents and no provosts have participated in management training programs such as the Harvard Institute of Educational Management. Institution type appears to be an important variable in analyzing participation in professional activities. Presidents and provosts at research and doctoral-granting institutions are more likely to participate than comprehensive and liberal arts presidents and provosts.

- Presidents (78.3 percent) and provosts (67.5 percent) would be an administrator again.

- Mentor relationships are reported by a majority of presidents and provosts and were reported to be very important in their career advancement. A larger proportion of female presidents and provosts report mentor relationships than do males.

- Duties and responsibilities of the job, and institutional mission and philosophy are rated as being of very high importance in the decisions of both presidents and provosts to move to their current position. Duties and responsibilities seem to be most important to top administrators of research and doctoral-granting institutions, whereas mission and philosophy are most important for liberal arts presidents and provosts. These same factors are instrumental in the decisions of both presidents and provosts to remain where they are.

- A large majority of the presidents (74.5 percent) are not considering a job change. However, nearly one-half of provosts (46 percent) are definitely or potentially seeking a new job. Of the presidents who are considering a move, most are seeking a presidency at another institution. However, for provosts the first choice is a move to a new position at a new institution.

- A majority of presidents and provosts noted an increase in a variety of issues related to their personal careers. Of these issues, financial compensation is most frequently chosen as having increased (presidents, 75.4 percent; provosts 76.2 percent).

- Presidents note an increase in resources to comply with federal laws (83.4 percent), quality of academic programs (81.7 percent) and support for women's issues (81.7 percent).

- The greatest percentages of provosts note an increase in the quality of academic programs (79.5 percent), competition for students (79.5 percent), quality of faculty scholarship (77.2 percent) and resources to comply with federal laws (76.7 percent). Institution type is an important variable (see discussion p. 24).

- A majority of presidents and provosts observe that there has been no change in personal freedom to do one's work and in the autonomy of the institution. The second largest percentages of both groups noted a decrease in autonomy at their institutions.

- Concerning budget cutting priorities a majority of presidents rated number of support staff (59.0 percent) and funds for athletics (52.1 percent) as first to be cut. Funds for teaching, faculty salaries, financial aid for students, funds for libraries and the number of senior faculty were the items most likely to be cut last by presidents.

- Provosts (65.1 percent) are relatively more likely than presidents to cut funds for athletics first. A majority of provosts would cut last funds for libraries, financial aid to students, faculty salaries and funds for teaching.

- Presidents (62.6 percent) and provosts (57.5 percent) are both very concerned about the issues of student retention and student recruitment (presidents, 60 percent; provosts, 56.6 percent). While retention and recruitment were of importance to presidents and provosts of research and doctoral-granting institutions, these issues were of greater importance for administrations of comprehensive and liberal arts colleges.

ACADEMIC DEANS

- Of the 1293 academic deans in the sample, 13.6 percent are females; 7.2 percent are minorities (see page 55 for a detailed analysis of the dean sample).

- An overwhelming majority of deans (83.3 percent) are married; 6.7 percent are single and 2.6 percent are members of religious orders.

- Deans range in age from twenty-seven to seventy-two. The single largest percentage of deans are in the fifty to fifty-nine age group (40.2 percent).

- These data confirm that deans are generally upwardly mobile. That is, only small percentages of mothers (12.8 percent) and fathers (9.6 percent) had earned a bachelor's degree. Deans' fathers were relatively more likely to have held blue collar/service occupations (32.0 percent) or managerial positions (21.0 percent).

- Ninety-five percent of the deans in the sample have earned at least one bachelor's, one master's and one doctoral degree.

- Humanities (27.9 percent), education (16.2 percent) and the social sciences (15.2 percent) are the most often studied at the bachelor's level.

- At the masters level a majority of deans majored in education (28.9 percent) or the humanities (23.6 percent). This same pattern continues for the doctoral level.

- The Ph.D. (68.2 percent) is the most commonly held doctorate, but 19.5 percent have earned the Ed.D.

- The teaching assistantship was the most frequently held type of assistantship for deans at both the master's and doctoral levels. Far more deans held some type of appointment at the doctoral level. Males are more likely than females to have held teaching and research assistantships. However, females are relatively more likely than males to have received fellowships.

- Over 80 percent of all academic deans hold rank and tenure. The rank of professor is held by over 80 percent of deans. However, continuing education deans pose a sharp contrast to the general deans' sample. Slightly over half (51.9 percent) hold tenure; 68.5 percent hold rank and 55.5 percent hold the rank of professor.

- Sixty percent of all academic deans in the sample have been in their current position for five years or less.

- Generally speaking academic deans do not participate in any of the management training programs such as the Harvard Institute of Educational Management or ACE Fellowship. Liberal Arts deans are less likely to participate in all external activities than their counterparts in either research-doctoral granting or comprehensive institutions.

- Sixty percent of the academic deans in the sample reported at least one mentor relationship. Women were slightly more likely than males to have reported a mentor. Approximately half of the deans who had had mentors reported the relationship to have been important in their career advancement.

- Fifty-six percent of the deans are not seeking a job change. Only 20 percent are definitely planning a change. For those considering a change "a new job at a new institution" was the most frequently reported choice. Liberal arts deans (57.2 percent) are more likely than research-doctoral granting (37.9 percent) or comprehensive (45.6 percent) to be seeking a job change.

- Duties and responsibilities of the job appear to be the most important (60.3 percent) attraction to the current position and reason for remaining. Spouse employment opportunities and educational opportunities for the family held little importance in either the decision to move to the present position or to remain.

- Deans reported an increase in each of the issues concerning their own personal development.

- Nearly seventy-seven percent of the deans noted an increase in resources to comply with federal laws: 76.6 percent an increase in competition for students and support for women's issues. Other issues for which an increase was reported were quality of faculty scholarship, support for minority issues, quality of academic programs, litigation against the institution, quality of teaching, quality of administrations, and quality of leadership.

- On the other hand deans reported a decrease in faculty morale and state financial support for the institution.

- A substantial majority (70.2 percent) of the deans agreed that funds for athletics should be the first to be cut. On the other hand, a majority of deans agreed that funds for teaching and faculty salaries should be the last cut.

- Student recruitment and retention are highly important future concerns for liberal arts deans.

CAREER PATHS

- The faculty position is the crucial entry position for an overwhelming majority of top-line administrator positions.

- There is no one definitive career path leading to the college presidency (see page 64 for a discussion and summary of the career paths taken).

- In contrast 46.8 percent of provosts have come directly from the faculty to the provost position: 39.6 percent followed the faculty, department chairperson, provost route.

- Deans in this sample are also more likely to come drectly from the faculty (39.4 percent) or to have been faculty, department chair and then dean (27.5 percent).

- The position of associate or assistant dean is more important in the career of continuing education deans (29.3 percent) than for other types of deans. Continuing education deans are relatively more likely than other types to have come from outside of the faculty ranks to the position, either directly or through the associate/assistant deanship.

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FOREWORD

Mythology, Robert Graves pointed out, is a potent conservative force that fixes the finest details of practice and belief quite firmly. Too firmly for an age in which change is expected, even welcomed. Then it is the testing, correcting, and updating of beliefs that becomes a source of vitality.

In spite of the vigorous introduction of scientific management and administration into the life of academic institutions there are areas, academic personnel is one, where mythology is strong. The work of Dr. Kathryn Moore at the Center for the Study of Higher Education has probed several belief patterns about the career paths of administrators. This latest report illuminates the development of careers at the upper levels of the academic enterprise with a sharply focused beam of analysis.

Your observations and comments on this study will be welcomed by Dr. Moore and by the Center.

William Toombs
Professor and Director
Center for the Study of Higher Education
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INTRODUCTION

This report is about the top-line: the presidents, provosts and deans who serve our nation's four-year colleges and universities as the principal officers responsible for academic affairs. While each of these positions includes other responsibilities, their authority for academic matters is central to the continuing vitality of the entire higher education enterprise. The information below comprises an empirical profile of the individuals who occupy these positions. The purpose of the profile is to provide information about the individuals who govern our colleges and universities and from this to begin to portray the structure of administrative careers generally.

We lack a clear and comprehensive view of administrators' careers. The majority of research has been confined to personal accounts or analyses of one position, the presidency, from which information about other administrative careers has been extrapolated. As Hodgkinson (1971) points out, "most such literature is still inspirational, subjective, and hortatory..." (p.722).

There are numerous reasons why rigorous analysis of the careers of college and university administrative officers is difficult to pursue. First, the careers of most administrators are a post hoc invention for which (it is claimed) there is little advance planning either by the individual or the institution which would make it possible to discuss specific career paths or processes. Unlike business organizations which have found it beneficial to identify and groom their future leaders, educational institutions continue to follow a policy of "natural selection." Institution-wide programs generally are not available to guide the professional development and advancement of college administrators; there are most certainly no formal schools for the training of academic leaders (Kauffman, 1980). Knapp (1969) has noted that "anticipatory recruitment for administrative posts has had little

acceptance. Rare indeed is the university or college ready to fill an administrative vacancy without a prolonged, expensive, often frantic search...The academic stance on administrative recruitment, both among faculty and current administrators, is still catch-as-catch-can" (p.58).

A second reason for the difficulty of analysis is that academic leaders' careers are likely to involve educational and work experiences at several institutions. This also distinguishes them from their business counterparts who tend to build careers within one firm. Thus, college administrators may be building an "occupational career," a series of successively more important experiences within an occupation, but their ability to build an "organizational career," a sequence of more responsible jobs within the same institution, is limited (Slocum, 1974). As Spilerman (1980) has noted, the emphasis of most occupational literature is on the latter phenomenon, the single-organization career, rather than the occupational career of most academic executives.

An additional concern in analyzing the career paths of academic leaders is the diversity of qualifications sought, diversity that is readily apparent in the review of selection criteria prepared by most institutions. The visibility and importance of top leadership positions, especially the presidency, insure that great effort will be expended in the selection process. But disagreement over what career experiences constitute relevant and appropriate "training" for the job is common and leads to the diversity in the job descriptions. The question arises, then, how a general career analysis can be delineated for any of these three positions when no concensus exists, even within a single institution, regarding what experiences and attributes are desirable?

Yet while these factors doubtless confound the analysis of the academic leaders' careers, other factors exist which assist in limiting the scope of that process. Even though a wide range of educational and career experiences may be considered in the review of candidates, the portrait of the typical chief executive which has emerged assumes a fairly narrow range of prior experiences. In their review of presidential career backgrounds, Cohen and March (1974) concluded that the evidence available pointed to a presidential career ladder composed of five rungs:

President

Provost

Dean

Department Chair

Faculty Member

Such a ladder indicated, they said, that the chief executive career has followed the "logic of hierarchy," i.e. promotion through the administrative structure of the institution. However, Cohen and March also indicated that variation from this promotional path is not only

possible but probable. Their diagram of the route to the college or university presidency has become the visual representation of the "ideal" presidential career path.

An underlying assumption of the ideal career path is that the college president is an academic. Indeed, one of the major roles attributed to the chief executive has been that of academic leader of his or her institution. Implicit in that designation is the notion that the president understands, even shares, the values of the academic community and that he or she has served in several academic posts beginning with being a faculty member before assuming administrative responsibilities. The president is viewed as an academic first and as an administrator second.

In line with the argument that presidents are principally academic leaders, Cohen and March (1974) hypothesized that the provostship was the position most likely to precede a presidency. Although they suggest that other positions could be substituted, the logic of the academic hierarchy they have drawn presupposes that the provostship is the most likely academic post from which to make the move to president. However, there is little other research by which to validate this claim. Indeed, there is a considerable gap in knowledge about the provost position or its function. Corson (1968) is one of the few who mention it at all. He equates the position to that of the dean of the college in many institutions. In contrast to the considerable literature on presidents and on deans, there is virtually no published research on this position. We therefore adopted as a working hypothesis Cohen and March's assertion concerning the provost's position in the order of the administrative hierarchy. We were especially eager to learn the characteristics of those who hold the position and whether or not it is the most commonly held position prior to a presidency.

The dean's position is suggested by Cohen and March (1974) to be a common position for those who are presidents to have held, and also the most likely position to precede a provostship. These two ideas are incorporated as additional working hypotheses in the study. The logic of an academic hierarchy which begins in a faculty position and culminates in the presidency would seem to argue for the deanship to precede the provostship, but it is not clear whether this is borne out by analysis of actual careers.

As will be discussed in more detail later, one of the important complexities in the analysis of administrative careers is that any of the positions prior to the presidency also may serve as the end point for numerous other individuals' careers, and for others the same positions are stepping stones to non-presidential positions. The literature on the deanship is a case in point. Virtually all of the discussion treats the position as an all-encompassing one. Little attention is given to it as an assessment or training position for other positions in the administrative hierarchy. Moreover, in practice it is clear that there are likely to be many individuals of the same age occupying all three positions, president, provost and dean, perhaps at the same time in the same institution. Thus the reliability of the five-rung hierarchy used by Cohen and March seems problematic at best.

Socolow (1978) has noted that the conservative nature of higher education precludes the possibility of drastic change in the method by which administrators are selected for their positions. However, prior studies of college and university presidents have shown that the career experiences sought in the chief executive have changed, if slowly, over time. It has been noted, for example, that during the early part of the century it was sufficient for the chief executive to have had only ministerial or teaching experience, with no prior administrative work needed before assuming the duties of the presidency (Kruse and Beck, 1928). By the 1940s, however, the practice of hiring presidents directly from the faculty had diminished; the "practical and political" work required of these chief executives, it was believed, necessitated hiring individuals with previous administrative experience as a dean or vice president (Knode, 1944).

The role of higher education and of its leaders has continued to change and, with those changes, it is conceivable that further alterations have occurred in the professional experiences sought in institutional leaders. The most comprehensive study of the career and educational histories of college presidents was conducted in 1967, and supported the normative career path as defined above (Ferrari, 1970). Chief executives, according to this study, were most likely to begin their professional careers in some phase of education and, as their careers progressed, to move from teaching to administration. Relatively few spent an appreciable amount of time in business or governmental organizations.

Since 1967, however, the state of postsecondary education has gone from one of unprecedented growth to one of financial stress and constraint. Administrators with managerial and technical skills are playing a greater role in determining funding priorities, setting operational procedures, and planning for the future of each institution. Socolow has commented that "given the difficult times with which higher education is now faced, it might be expected that some institutions would break with tradition and begin looking for leaders with other kinds of experience and background" (1978, p. 42). Up to now little analytic work has been done to identify the career experiences of top-level administrators in the 1980s.

The Leaders in Transition Project

The Leaders in Transition project was designed to provide a more systematic analysis of administrative careers. A national sample of 4,000 line administrators who work in 1,200 four-year colleges and universities were surveyed. They were asked to describe their personal and educational backgrounds, their career histories and their opinions concerning their future and that of their institutions. The Leaders project is one of the largest data bases available on line decision-makers in higher education. From the comprehensive data provided by the study, norms and beliefs about college administrators can be judged more accurately and efforts to preserve the vitality of higher education institutions may be enhanced. The present report provides a national perspective on the situation of chief academic

administrators, presidents, provosts and deans, in a cross section of the diverse institutions in which they work.

Sampling Method

A standardized questionnaire containing 29 questions was developed at the Center for the Study of Higher Education and sent to a stratified random sample of line administrators in accredited four-year, degree-granting institutions. The sample consisted of approximately 20 percent, or 4,000 administrators from a total population of 20,000 administrators and 1,600 institutions using the 1979 HEGIS information. In addition, the sample was stratified by position type among the administrative positions listed in the 1979-80 Educational Directory. Therefore, the sample includes such generic titles as presidents, provosts, vice presidents, registrars and deans, but does not include assistant or associate titles with the exception of assistant to the president.

A three stage mail-out and follow-up procedure was initiated in March 1981 and culminated in June 1981. The initial mailing of the questionnaire and letter of explanation in March was followed by a reminder postcard three weeks later.. A second questionnaire was mailed during the first week of May along with a letter stressing the importance of a high response rate in order to compile an accurate profile of leading administrators nationwide. Phone calls were placed to non-respondents beginning the last week of May and continuing through the month of June. A standardized form was followed which reminded the person about the survey, asked whether the questionnaire had been misplaced and a new copy needed, and encouraged the individual to declare whether or not he or she wished to participate in the study. When direct contact with the administrator was not possible, a message was given to a secretary or an associate. A 10 percent sample of top line administrators was selected as a workable number to reach by phone. An overall response rate of 73 percent was achieved by the end of June 1981. Completed questionnaries were coded and processed at the Center for the Study of Higher Education.

The principal reason for surveying such a large sample was to provide a meaningful and accurate base upon which future studies of the structures of administrators' careers could be judged. The size of the sample also was determined to ensure the inclusion of a workable number of women and minorities. As a result of the scope of the sample and the high response rate, generalization of the information to the larger population appears justified, as well as analysis of the data by subcategories.

Sponsorship and Dissemination

The Leaders in Transition project was co-sponsored by the American Council on Education. Dr. J. W. Peltason co-signed all survey correspondence along with the principal investigator. The sponsorship of such a large and prestigious organization as the ACE was crucial in achieving the high response rate.

Some of the dissemination efforts resulting from the study have been carried out in coordination with ACE. Major presentations have been made at the American Association of Higher Education (AAHE) (Spring 1982 and 1983), the American Educational Research Association (AERA) (Spring 1982) and the National Conference of ACE (Fall 1982). The present report constitutes yet another way to reach the leaders in academe and others with information about administrators and administrative careers.

Organization of the Report

The discussion of the findings is divided into four parts: the first reports on presidents and provosts (N = 310); the second part reports on deans (N = 1293), the third part compares and contrasts the resulting career ladders for all three positions. The fourth part presents a summary and conclusion. In order to assist in making an informed assessment of the data reported here, brief discussions of other relevant research for selected findings are included in the appropriate sections. There is redundancy in the categories reported in parts I and II but this was allowed in order to promote greater clarity and coherence for the whole. Readers are encouraged to refer to the related discussions on professional and personal background, career issues and personal opinions for the sample of presidents and provosts in Parts I and for deans in Part II and to the summative discussion in the Conclusion.

PART I
PRESIDENTS AND PROVOSTS

For purposes of the Leaders' survey a president was defined as the chief executive officer of a single institution or a multi-campus system. While we recognized that this definition blurred the roles of those chief executives responsible for one campus and those responsible for two or more campuses; nevertheless, the literature provided no clear cut guide for discriminating the career paths leading to the two positions so we did not presume to do so (see Kauffman, 1980). There were 156 respondents who listed their current position as president or chancellor.

Provost is the term adopted by the Leaders' survey to mean chief academic officer of the respective institution. Into this category also fell those individuals designated as dean of the college or vice president for academic affairs when that title was listed in the Education Directory as also being the chief academic officer and no other position was so designated. There were 154 individuals with the current title of provost or chief academic officer. The total sample included 2,896 administrators in 55 positions.

PERSONAL BACKGROUND

Age

Although there has been variation in the average age of presidents during this century, there is little evidence to point to a significant increase or decrease in their ages. In a comparative study of the presidents of universities which were members of the Association of American Universities in 1900 and 1950, Gordon (1953) found that the average age of the earlier group had been 52, while in 1950 it has risen to 56 years. By 1972, Brooks (1974) notes, the average age of

presidents of 535 senior colleges and universities was nearly 51 years.

The age of presidents and provosts in the Leaders survey ranged from 37 to 68 years (see Table 1). The largest numbers of both groups of administrators fell between the ages of 45 and 55, incorporating 46 percent of presidents and 50 percent of provosts, respectively. Thus these data indicate no departure from prior studies. However, it should be noted that the promotion chances for provosts who reach their current position but desire to become a president is likely to be affected by the age factor. That is to say, the older 55 year-old provost is likely to have less chance for a subsequent move than his 45 year-old counterpart, all other things being equal (see Sagaria and Moore, 1983).

Kauffman has pointed out the age dilemma of presidents. If the average expected tenure is seven to ten years, the opportunities for further mobility are likely to be perceived quite differently by a 40-, 50- or 60-year old incumbent. When the age of presidents and provosts is compared to the general Leaders sample the topline is somewhat older as would be expected.

Race and Sex

As in studies of chief executives of large business and industrial organizations, it takes little time to review past analyses of the race and sex of college and university presidents. Indeed, until the mid-1960s it was assumed that all chief administrators were male Caucasians, with the result that these characteristics were not even discussed in research articles. The assumption, it appears, was largely correct. Jencks and Riesman (1977) detail the growth of black and women's institutions and note the dominance of white males both on the faculties and within the administration of even these colleges. It is not suprising, then, that past studies of college and university presidencies have examined such topics as "Finding the right man" or "A good wife."

Increased attention to affirmative action and equal opportunity issues within the past decade, however, has increased the awareness of the higher education community to the career mobility opportunities provided its female and minority professionals. Greater effort has since been made to analyze the employment patterns of these groups within colleges and universities.

Thus, a landmark study of the employment patterns of both women and minorities in 1,037 higher education institutions was undertaken by the College and University Personnel Association in 1975-76. This study examined fifty-two administrative positions ranging from president to bookstore manager and, not surprisingly, found that women and minorities were most highly concentrated in a relatively narrow range of positions, with such concentration being greater by sex than by race. Concerning the top administrative post, the study found that at all institutions, men dominated the chief executive positions, holding 96 percent of the posts at both white coeducational and minority institutions, 69 percent at white women's colleges, and 100 percent at white men's colleges" (Van Alstyne and Withers, 1977). Minority males held 79 percent of the

presidencies at public minority institutions and 96 percent of those positions at private minority institutions.

In addition, the Office of Women in Higher Education of the American Council on Education (ACE) also has maintained data on chief executives in colleges and universities, and their recent studies show that women have been making slow but steady progress in attaining these top positions. There are currently 250 institutions out of 2500 that are headed by women.

Of the 156 respondents in the Leaders survey who listed their current position as president or chancellor, 13(8.3 percent) were female and 8 were minority group members. There were no minority female presidents among the respondents. Of the 154 respondents with the current title of provost or chief academic officer, 21(13.6 percent) were women and 8(5.4 percent) were minorities. There were two minority female provosts among this group. Among the larger sample of 2896 senior administrators from which this subsample is drawn, 20 percent are female and 8.2 percent are minority group members. Hence, the Leaders sample appears to conform to previous data (see Table 1).

Place of Birth

Birthplaces of presidents and provosts included 42 states and several foreign countries. Those states not represented by the top administrators in our sample were: Alaska, Colorado, Hawaii, Maine, Nevada, New Mexico, Vermont and Wyoming.

Top Five Birth States

	Presidents			Provosts		
1.	New York	14	(9 %)	New York	15	(10%)
2.	Pennsylvania	14	(9 %)	Pennsylvania	12	(8%)
3.	Ohio	10	(6 %)	Illinois	8	(5%)
4.	Foreign	8	(5 %)	Indiana	8	(5%)
5.	Minnesota	8	(5 %)	Michigan	8	(5%)

The general sample includes every state except Alaska, with the heaviest concentration in the northeastern and midwestern states.

Marital Status

Another common assumption in studies of college and university presidents has been that chief executives are married. Demerath, et al., for example, note that even though some bachelors have become presidents, "it is generally assumed that the president will be married, and it is true that candidates' wives are considered before final decisions are made" (1967, p. 60). Again, the assumption that presidents are married appears to be based on fact. In Bolman's (1965)

study of 116 college and university presidents of nonparochial institutions selected for their positions between 1959 and 1962, only two were single, both of whom were women.

Members of religious orders account for the largest percentage of unmarried presidents. Ferrari (1970) found, for example, that, excluding priests and nuns of the Roman Catholic faith, less than two percent of the chief executives he studied were single. He also noted that all the presidents of the 151 Catholic colleges and universities included in his study were members of religious orders and comments:

> Thus, to speak about career patterns for these men and women one cannot overlook the fact that if a so-called career choice were made it was essentially to the church and to a particular religious order. For a number of these individuals, their career patterns should be explained largely as priests or nuns who assumed particular responsibilities in the church over an extended period of time. (1970, p. 83)

In the Leaders survey the majority of both presidents (79.5 percent) and provosts (82.5 percent) are currently married and living with their spouses (see Table 1). Of the remaining top executives, 15.4 percent of presidents and 9.7 percent of provosts are members of religious orders. This leaves 5.1 percent of presidents and 7.8 percent of provosts who are single, divorced or widowed. These data compare favorably with both the research literature and the findings of the general Leaders' sample.

However, when the data on presidents and provosts are compared by sex, distinct differences are apparent. Of the 13 women presidents 11 belong to religious orders and two are divorced. Among female provosts 33.3 percent are married.

Spouses' Occupations

Since there were only seven married women presidents and provosts, the focus is with the wives of male top-level leaders. An interesting contrast is revealed between the wives of provosts and presidents. Only 38 percent of provosts' wives are homemakers compared to 62 percent of presidents' wives. Interestingly, over twice as many spouses of provosts (13 percent) were college professors compared to (6 percent) presidents' mates. The data from the general sample of line administrators show that 39.8 percent of spouses are homemakers, with 4.2 percent working as college professors.

Educational Level of Parents

The parents of presidents achieved a slightly higher educational level than the parents of provosts. A total of 44.4 percent of presidents' fathers and 42.1 percent of their mothers continued their education beyond high school compared to 38.8 percent of provosts' fathers and 37.3 percent of their mothers.

Almost twice as many of the presidents' fathers (16.6%) had acquired a graduate degree compared to the provosts' fathers (8.6 percent). Although there were fewer mothers in the general sample with graduate degrees, more mothers of provosts (4.6 percent) had earned an advanced degree that had mothers of presidents (2.0 percent).

Parental Occupations

Administrators were asked to state, as specifically as possible, the occupation of each parent when the respondent was 16 years old. Although the occupations of the fathers were very diverse, blue collar or service occupations were most common. Over one-fourth of presidents' (26.3 percent) and provosts' (26.8 percent) fathers were employed in this category. This is comparable to the general sample.

The majority of both types of top level officers' mothers (80 percent of presidents and 69 percent of provosts) were homemakers. In this regard provosts' mothers mirrored the general sample, but presidents' mothers did not. Two fathers and two mothers of provosts were college professors; none was an administrator. Three fathers of current presidents were college professors and two were administrators, but none of the presidents' mothers were employed as a professor or administrator.

EDUCATIONAL BACKGROUND

The most noticeable trend in the educational attainment of college and university presidents during this century has been the increased percentage of chief executives who have earned doctoral degrees. In 1929 Rainey noted that only 31 percent of the 192 college and university presidents he studied had a Ph.D.; by 1974 that percentage had risen to over 70 percent (Brooks, 1974). On closer examination, however, it is possible to identify differences in the educational backgrounds of presidents, particularly in reference to the type of institution they currently head. Similarly, the institutions from which college and university presidents have earned their degrees are of importance. There always has been interest in being able to list the top five or ten institutions from which presidents have graduated (see Hughes, 1940).

Little has been done to analyze this information in respect to the types of institutions these individuals currently lead. Ferrari (1970), however, attempted to do so. In his analysis, he found that the majority (52 percent) of all chief executives had received their bachelor's degrees from private liberal arts colleges. But, 45 percent of the presidents of public colleges and universities had received their undergraduate degrees from public institutions and more than two-thirds of Catholic college presidents had been educated in Catholic liberal arts colleges.

At the doctoral level, similar patterns are evident. Ferrari shows that nearly 58 percent of all the presidents he studied had earned their degree from one of sixteen universities, with four private universities (Chicago, Columbia, Harvard, and Catholic University) accounting for 22

percent of the doctorates awarded to these individuals. While 40 percent of the chief executives attained their degrees from public universities, that number rose to 63 percent for presidents of public universities. Similarly, 91 percent of the Catholic liberal arts college presidents earned their doctoral degrees from Catholic universities.

Much attention also has been paid to whether colleges and universities hire their alumni to lead their institutions. Ferrari (1970) indicates that 23 percent of the 760 presidents he studied had earned at least one degree from the institution they headed, with the highest percentage of alumni presidents serving at Catholic institutions.

As is clear from this brief discussion the educational background of college and university presidents is potentially important in the examination of presidential career patters. As one means of describing the career paths of administrators, respondents to the Leaders' survey were asked to list all earned degrees. There were spaces for two each of bachelor's, master's, doctoral and other post-doctoral degrees such as master of law, other medical degrees, divinity degrees and certain specialist certificates and diplomas. Although three degrees was the expected pattern, many individuals did have more than one of the degrees listed.

A comparable majority of both presidents (75.6 percent) and provosts (78.6 percent) in the Leaders sample listed three earned degrees. This is nearly twice the percentage for those holding three degrees in the total Leaders sample. For purposes of analysis and comparison only the first bachelor's, master's, and doctoral degrees will be used. It should be noted that approximately seven percent of all administrators had more than three degrees (see Table 1).

Bachelor's Degree by Field

A total of 152 presidents (97.4 percent) and 150 (97.4 percent) provosts earned at least one bachelor's degree. The most commonly studied field was humanities. A total of 25 (17 percent) presidents and 23 (16 percent) provosts majored in history and 18 (13 percent) presidents and 17 (11 percent) provosts listed English/English literature as their primary field. Religion was the third most common field for provosts. The third largest number of presidents (12.8 percent) selected political science. These data are similar to the larger Leaders' sample in which the top three fields were English, history and business administration.

Master's Degree by Field and by Institution

A total of 135 presidents (86.5 percent) and 142 provosts (92.2 percent) completed at least one master's degree. The largest percentages for both still occurred in the humanities between English/English literature and history. Fewer than ten percent of provosts or presidents received degrees in educational administration or

business administration. This differs from the larger sample where three of the four most often studied fields were in education.

Although fewer than ten percent of presidents or provosts received master's degrees from any one institution, the top four are listed with their degree distribution by position:

	Presidents				Provosts		
	Institution	N	%		Institution	N	%
1.	Harvard University	9	7%	1.	Notre Dame	6	4%
2.	University of Michigan	6	4%	2.	Univ. of Chicago	5	3%
3.	Univ. of N. Carolina	5	4%	3.	Harvard University	5	3%
4.	University of Chicago	5	4%	4.	Univ. of Wisconsin	5	3%

Doctoral Degree by Field

A total of 142 presidents (91.0 percent) and 152 provosts (98.7 percent) earned at least one doctoral degree. This is double the percentage in the larger Leaders sample and clearly indicates the stronger educational credentials of the top academic leaders.

The humanities again claimed the predominate number of degrees confered on presidents with 25 (16 percent) in English/English literature and 16 (11 percent) in history. Equal percentages of chief executives (6 percent) specialized in education administration and higher education. For the larger sample this distribution is reversed with education leading followed by humanities. Higher percentages of provosts received their first doctorates in education administration or higher education (11 percent in each area) while only 12 percent stayed in the disciplines of English and history. Provosts more nearly resemble the fields of the doctoral holders in the larger sample.

A reflection of the predominance of humanities' degrees can be seen in the percentages of types of conferred degrees: 71.1 percent of presidents and 77.0 percent of provosts earned Ph.Ds. The Ed.D. was the second most often conferred degree with 15.1 percent of provosts and 14.8 percent of presidents earning this type of first doctorate. In the larger sample of doctoral holders 67 percent hold Ph.Ds and 23.5 percent hold Ed.Ds.

Harvard University was the most commonly attended doctoral institution for both top line positions, but the similarity of doctoral institution ended there, as shown in the following:

	Provosts				Presidents		
	Institution	N	%		Institution	N	%
1.	Harvard University	8	5	1.	Harvard University	12	9
2.	Univ. of N. Carolina	6	4	2.	Univ. of Chicago	8	6
3.	University of Texas	6	4	3.	Univ. of Michigan	7	6

The top three institutions in the general sample were Indiana University, Harvard University, and the University of Michigan.

When first doctoral degrees are analyzed by sex, the data show relatively higher percentages of women with these advanced degrees. A total of 90 percent of female presidents compared to 81.4% of male presidents hold first doctorates, and 94.4 percent of female provosts compared to 82 percent of males in the same position listed a first doctorate degree. This is in striking contrast to the general sample where 86.6 percent of the doctoral degree holders are male and 13.3 percent are female.

Graduate Program Appointments

To address the issue of the support received in graduate school, administrators were asked to circle any of the following positions they may have held while enrolled in either a master's or doctoral degree program: research assistant, teaching assistant, program/resident hall assistant, fellowship/traineeship or other graduate appointment.

The highest level of participation for presidents and provosts was the doctoral teaching assistantship with 46 percent of presidents holding those positions and 49 percent of provosts. A doctoral fellowship was the second most often circled appointment with 43 percent of presidents and 38.7 percent of provosts receiving this aid. Of the top level administrators who accepted an appointment while enrolled in a master's program, the largest percentage occurred in the area of teaching assistantships, 21.4 percent of presidents and 33.9 percent of provosts.

Analysis of graduate appointment by sex reveals that fewer women overall were supported by graduate appointments. The only category in which they surpassed male participation was that of a doctoral fellowship. 71.4 percent of female presidents and 56.3 percent of female provosts had accepted those appointments. These data contrast significantly from the findings in the general sample where only 31.7 percent of the women held a doctoral fellowship or traineeship. Thus it would appear that women who eventually become presidents were likely to have been recognized early in their graduate careers for academic excellence.

PROFESSIONAL BACKGROUND

As one method of analyzing the career paths of administrators, respondents were asked to list all paid professional positions they had held, beginning with their current position. They were also asked to name each institution of employment and the dates during which they held each position. This comprehensive vita was also to include any part-time, jointly held or acting positions.

The total number of professional positions held ranged from one to 17. In order to establish a workable data base, a maximum of 10

positions per individual was coded. The number of professional jobs held by most of the presidents and provosts fell within a range of six to eight (see Table 1).

"Some time as a senior administrator leads to great personal growth"
-Provost of a research university

* * *

"I would choose to move more quickly and with more formal training to administrative positions."
-President of a liberal arts college

First Person to Hold the Position

To take into account the rapid expansion of new jobs created at many colleges and universities during previous decades, respondents were asked to indicate whether they had been the first person to occupy any of their paid positions. The results showed that 18 percent of the total sample had been the first persons to hold a newly created position Whites were more likely to hold such new positions than were minorities or women. Only one president responded that he was the first person to occupy his current position. Twenty-three provosts, including one woman noted that they were the first occupants of their positions (see Table 1).

Number of Years in Current Position

Cohen and March (1974) contend that, historically, approximately 55 percent of presidents have made their presidency their last professional job, but that percentage drops if the individual began his presidency prior to age forty-five. Presidents who leave office prior to retirement are affected by two facts: 1) The norm of a seven- to ten-year presidential tenure is accepted by many constituencies, including boards of trustees and faculty, and 2) they are approaching what Cohen and March refer to as the age of last opportunity, after which their changes for moving to another desirable job begin to decrease. What this means for presidential career patterns, then, is that presidents may move from one presidency to another, or move out of the presidency at a rather young age to pursue other professional experiences. Cohen and March (1974) indicate that approximately 30 percent of these presidents will move to other academic posts.

About half of all senior officials (53 percent) in the Leaders' survey have held their current positions for five years or less (see Table 1). Using 1981 as the current year, 51 percent of the presidents and 59 percent of the provosts began their current positions in 1976 or more recently. Moreover, there were 35 (22.3 percent) presidents whose most immediate position had been another presidency and 29 (18.5

percent) who had held the position of provost immediately preceeding their current position.

Type of Institution Where Currently Employed

The distribution of presidents and provosts among institution types using the three basic Carnegie code classifications is as follows: Research and doctoral institutions, 25 presidents (16 percent), and 12 provosts (7.7 percent); comprehensive universities, 64 presidents and 61 provosts (39.6 percent), and liberal arts colleges, 67 presidents and 81 provosts (52.5 percent).

There were no female or minority presidents or provosts in the sample who were employed at research or doctoral-granting institutions.

Private institutions employed the greater percentages of presidents and provosts, 56 percent and 68 percent, respectively. Public institutions employed 44 percent of the presidents and 32 percent of the provosts.

Rank and Tenure

One measure of the strength of chief executive officers' academic connections has to do with their holding faculty rank and tenure. Although some institutions, largely because of collective bargaining agreements, prohibit administrators from holding rank or tenure, the practice is still followed in many other institutions. Among our sample 64.3 percent of presidents hold academic rank with 91.0 percent of these being full professors. Among the provosts in the sample, 87.7 percent hold academic rank; 89.6 percent as full professors. Approximately half of all presidents and provosts hold tenure, 46.5 percent and 59.7 percent, respectively (see Table 1).

When these data were analyzed by sex some differences appeared. Only 38.5 percent of women presidents were full professors compared to 90 percent of their male ranked colleagues. Among provosts 95 percent of the women hold rank compared to the somewhat smaller percentage of men (86.5 percent). Similar percentages of male and female provosts are full professors, 78.9 percent and 76.2 percent, respectively.

CAREER ISSUES

The needs of the institution, its hierarchical structure, and individual abilities are all important factors to consider when examining career patterns in higher education. Numerous writers, however, point to informal factors which may play an important role in the organization's determination of who succeeds within the administrative hierarchy (see Dalton, 1968; Collins, 1968). In order to probe these informal dimensions of careers the Leaders' survey asked a series of questions about outside professional activities, mentor relationships and personal attitudes toward further career changes.

Professional Activities

The following list of 10 external professional activities were developed and respondents were asked to indicate whether or not they had participated in any of the listed endeavors and to assess the importance of such participation to their professional advancement:

Paid external consultant

Harvard's Institute for Educational Management (IEM)

Michigan's/Wisconsin's Institute for Administrative Advancement (IAA)

Bryn Mawr Summer Institute (HERS)

American Council on Education Fellowship/Internship

Editor or associate editor of a professional or scholarly journal

Member of board of directors of state or regional professional organization

Member of board of directors of national professional organization

Publication of books, monographs

Publication of articles in professional journals

Provosts, as a group, had not participated in as many activities as presidents. The only area in which a majority of provosts had been involved (58.7 percent) was publication in scholarly journals. The next two highest categories were paid external consultants (44.3 percent) and publishing a book or monograph (44.2 percent). None of the provosts in the sample had been involved in the Michigan/Wisconsin, or Harvard management development programs, and only one provost had attended the Bryn Mawr Summer Institute.

Those activities in which a majority of presidents had participated were: member of a board of directors of a state or regional association (57.8 percent), publisher of articles in scholarly journals (55.6 percent) and paid external consultant (51 percent). Nearly one-half of the presidents in our sample (46.5 percent) had been a member of a board of directors of a national organization. A comparable percentage of chief executives and provosts had published a book or monograph (44.8 and 44.2 percent, respectively). There were only three presidential participants in the Michigan/Wisconsin or Harvard programs, and only one president had attended the Bryn Mawr Institute.

The category which showed the greatest discrepancy by position was membership on a board of directors of a national organization. While 46.5 percent of presidents had held such memberships and considered them to be important to their professional advancement, over 66 percent of provosts had not participated in the activity (see Table 2).

When the data were analyzed by institution type, participation in external professional activities was greater for those administrators currently employed in research and doctoral-granting institutions. For example, a total of 81.8 percent of presidents and 90.9 percent of provosts who had published in scholarly journals are now working in this type of institution. In only one area, membership on a board of directors of a state or regional association, are the majority of presidental participants (63.5 percent) working at a comprehensive university. The two administrators who attended the Bryn Mawr Summer Institute are employed by liberal arts colleges.

When these data are compared to the total Leaders' sample the level of participation by presidents and provosts is consistently higher but somewhat differentiated. For example, approximately 35 percent of the total sample reported being members of a board of directors of a state or regional organization (the cateogry with the highest participation rate), compared to 46.5 percent of presidents. When publishing activities are compared, which is the highest category for provosts (58.6 percent), less than one third of the general sample had participated. Doubtless the visibility of presidents assists in the organizational activities and provosts as academic leaders would be expected to engage in scholarly activities. But the reverse may also be true in that these kinds of activities distinguish the top line from other administrators and contributes to their selection as such.

Other Career Activities

In order to account for any prolonged gaps that may have occurred in respondents' educational or professional histories, administrators were asked to indicate any disruptions of six months or more for military service, full-time homemaking or any other specific reason.

The results revealed that 43 percent of presidents and 38.8 percent of provosts had spent some time in military service. One president and six (3.8 percent) provosts had interrupted their schooling or jobs to devote themselves to full-time homemaking. Thirteen chief executives and fifteen (9.6 percent) chief academic officers had discontinued their educational/career pursuits for an "other" reason. When these findings were compared to the general sample the military service level was comparable with 47.6 percent reporting it. However, a considerably higher percentage (29.3 percent) of administrators in the large sample noted disruptions for homemaking.

Would They Do It Again?

Most of the presidents (78.3 percent) and provosts (67.5 percent) in the sample responded that they would choose to be an administrator if they could start their professional careers over. Only 4 (2.6

presidents and 10 (6.5 percent) provosts said, "no," they would not again select a position in higher education administration (see Table 1).

Mentor Relationships

Perhaps the mentor relationship is the most visible of the informal factors which are believed to influence the decisions made about an individual's career advancement. Indeed, in many organizations such relationships have crossed the boundary between informal and formal and become "almost a necessary condition for mobility" (Martin and Strauss, 1968, p. 208). The concept of mentoring has evolved from the world of business where the more common term "sponsor" has been used to refer to an experienced executive who has promoted the careers of younger executives within the organization. Jennings (1967) has noted that the interest of the organization in grooming its future leaders has led to the development of such relationships so that upwardly mobile individuals could move more easily through the managerial ranks.

An examination of the extent of mentoring that occurs in higher education institutions and the impact it has on an individual's career mobility only recently has been undertaken in a comprehensive manner (Moore, 1982; Moore and Salimbene, 1981). Given the characteristics that distinguish colleges and universities from other types of organizations, mentoring may prove to be of greater importance to higher education administrators attempting to climb the organizational hierarchy than to their counterparts in business and industry. If presidents are expected to have made several institutional moves during their careers and to have attained both faculty and administrative experience, the opportunities and advantages provided by a mentor would seem to be of assistance in their planning for professional careers. Support for this is provided by Sagaria (1982) who found that a mentoring relationship served as a significant predictor of college administrators' job mobility.

"Without any administrative graduate study, I learned most of my administrative know-how from him."

-Provost of a liberal arts college

* * *

"I have never felt tuned in to any network. I feel I have advanced with difficulty because of that."

-Dean of a graduate school

Respondents in the Leaders survey were asked if they had had a mentor. A mentor relationship was defined as "any long-term, professionally-centered relationship with a more experienced individual who may have guided, advised and assisted them in the early stages of their careers." The results showed that a majority of presidents (56.1 percent) and provosts (55.6 percent) has been involved in at least one such relationship. These figures are slightly higher than that reported in the total sample, (53.2 percent). The largest number of presidents (43) and provosts (48) named one mentor, 27 presidents and 26 provosts declared two, 12 presidents and six provosts offered three and five presidents and five provosts listed four mentor relationships. For future analysis purposes only the first mentor-protege relationship was examined (see Table 3).

Over one-half of presidents (56.0 percent) and provosts (51.8 percent) revealed that their mentors had been college administrators when they first met, and the greatest percentages of presidents and provosts had been students when they first became involved in a mentor relationship (39.1 percent and 41.2 percent, respectively).

Even more striking is the fact that of the 87 presidents who had mentors, 27 percent of those mentors were presidents. Moreover, twelve of the presidents served as asssistants to their president-mentor and six eventually replaced their mentor as chief executive. A total of 79 presidents (90.8 percent) and 75 provosts (88.2 percent) listed their first mentors' sex as male. When compared with the total Leaders sample a similar distribution between male (86.5 percent) and female (13.5 percent) mentors was reported.

When asked to discuss the importance and influence of the mentor in career advancement there were distinct differences of opinion. A decided majority of presidents (59.5 percent) stated that their mentors had been very important to their professional paths compared to 40.5 percent of chief academic officers. Both presidents and provosts agreed that their mentors had mainly provided general guidance and acted as a role model. Analysis by institution type revealed no significant differences.

When the data were analyzed by the sex of the administrator, the results produced were interesting. Larger percentages of female presidents (and provosts) claimed a mentor than did their male colleagues. Figures of 61.5 percent of female presidents compared to 55.6 percent of male presidents and 57.1 percent of female provosts compared to 55.3 percent of male provosts acknowledged the presence of a mentor in the early stages of their careers. These figures are consistently higher than those reported for the larger sample but in the same direction. In the total Leaders sample 56.6 percent of women and 52.3 percent of men reported having at least one mentor relationship.

Career Mobility

A major focus of much past research has centered on the issue of career mobility: that is, how individuals are selected for an initial position within an organization and how they progress to increasingly

more responsible positions. Specific patterns of movement vary, of course, from organization to organization, often dependent upon an individual's particular needs or interests as well as those of the organization. In light of the fact that careers in higher education are somewhat distinct precisely because of the movement of individuals among rather than solely within institutions, the Leaders survey attempted to discover what features attract administrators to institutions and which ones hold them once they are there. A series of thirteen factors were developed that might serve as reasons for attracting an administrator to an institution:

Duties and responsibilities of the position
Increased status and prestige
Reitrement/benefit plan
Employment opportunities for spouse
Educational opportunities for family
Salary
Competence of colleagues
Congeniality of colleagues
Geographic location
Potential for advancement
Ready for a change
Physical facilities at the institution
Mission/philosophy of the institution

Respondents were asked to rate the importance of these reasons in deciding to move to their current institution, using a five-point scale from "no importance" to "very high importance."

The factor which most presidents and provosts rated as being of very high importance in their decision to move to their current institutions were the duties and responsibilities of the job (72.9 percent and 62.7 percent, respectively). The second factor was the institution's mission and philosophy with 55.2 percent of presidents and 46.9 percent of provosts selecting it as very important. (Note that respondents were not asked to rank but to designate importance so that combined percentages may exceed 100 percent). When these data are compared with the general sample, similar reasons were selected but lower percentages were reported. For example, approximately 55 percent of the general sample designated duties and responsibilities as very important and approximately 33 percent so designated mission and philosophy of the institution. The least important factor for both the top executives and the general sample was employment opportunities for their spouses. Approximately 60 percent of presidents and provosts and 50 percent of the general sample designated this as having no importance.

When these items for presidents and provosts are analyzed by institution type, other differences emerge. For example, presidents and provosts currently working in research and doctoral institutions were more likely to rate the duties of their position as very important in attracting them, 83.3 percent and 77.8 percent respectively, compared to presidents and provosts at either comprehensive institutions (79.7 percent and 62.7 percent, respectively) or liberal arts colleges (65.7

percent and 60 percent). However, the reverse is true regarding the factor of institutional mission and philosophy. Presidents and provosts who head liberal arts colleges are more likely to rate mission and philosophy of the institution as very important in comprehensive or research institutions than are their counterparts in doctoral-granting institutions (63.6 percent and 56.4 percent respectively; see Table 4a).

Respondents were then asked to consider the reasons they hold for remaining at their current institutions. The list provided the same items plus three others - lack of opportunity elsewhere, financial costs of relocation and search procedures elsewhere. In general the same factors, duties and responsibilities of the job and institutional mission, were cited by current presidents and provosts as the two leading reasons for remaining where they are now located. Of those presidents who cited duties and responsibilities, 71.7 percent said it was very important; among provosts 62.6 percent cited it as very important. For the institutional mission factor, 57.6 percent of the presidents cited very important while among provosts, 50.3 percent. An examination of the data by instituton type is shown in Table 4b. These data are similar to that reported for the general Leaders sample in terms of importance, but presidents and provosts tended to cite these two factors more frequently as very important. In the general sample duties and responsibilities were cited as very important 52 percent of the time and mission and philosophy were very important 35 percent of the time.

With regard to those three additional factors that were thought to be possible other reasons for remaining at the current institution, fewer than fifteen percent of presidents or provosts rated any of those items as being of high or very high importance as reasons for remaining at their current institutions.

Possible Job Change

An important aspect of administrators' career development has been job change. Respondents were asked whether they were seriously considering or actively seeking such a change. A clear majority of chief executives (74.5 percent) replied that they are not considering a job change; 16.5 percent answered "maybe"; and 9.0 percent said "yes, they are thinking of a job move." Of the 14 presidents who answered "yes", none is associated with a research and doctoral-granting institution, but they are fairly evenly divided between comprehensive universities (8) and liberal arts colleges (6).

More provosts are seeking a job move than presidents. In fact, only slightly more than one-half (54.0 percent) are not considering a change. Twenty percent responded that they are definitely looking for a new position and nearly one quarter (24 percent) said "maybe." The breakdown by institution type for those 34 provosts who said yes is a follows: 9 percent are employed at research and doctoral-granting institutions, 32 percent work at comprehensive universities and 59 percent are currently occupying a position at a liberal arts college.

All respondents who answered "yes" or "maybe" to the first question were then asked to consider possible job options and to select the

one(s) they would prefer. Their choices are shown in Table 5.

Not surprisingly, the first preference of presidents desiring a job change is to be president at another institution. Their second choice is a job outside higher education. For provosts, a new position at a new institution was their first choice; presumably many of these are aspirants for presidencies. The provosts' second choice was a lateral move: same position at a different institution and the third choice was to leave higher education. For the general Leaders sample, the top choice was a new position at a new institution followed by a lateral move to a similar position at a new institution. The third choice, however, is not a move outside, as presidents and provosts had chosen, but rather a new position in the same institution. Presumably the individuals in the general sample perceive themselves as having more rungs to climb inside their current institutions. A second and clearer implication is that moves to other institutions are highly preferred. This underscores a principal difference between academic careers and business career .

Career Change Over Time

Presidents and provosts were given the opportunity to express their opinions concerning changes that may have taken place in their own careers. The results revealed that for each of the seven items offered for consideration, top-level leaders in our sample felt an increase had occurred as shown in Table 6.

As the table shows, the issue which received the highest percentage of increase responses was financial compensation. There were no notable differences in the data when examined by institution type.

These figures are consistently higher than those recorded for the general sample but in the same direction. For example, although financial compensation was rated as having experienced the greatest increase by the Leaders sample and the top-line officials, only 52.0 percent of the total sample compared to 75.4 percent of the presidents and 76.2 percent of provosts noted an increase for this career issue.

Changes in Higher Education

Administrators were invited to give their opinions regarding the changes that are taking place in higher education today. Fifteen important issues were offered and respondents were asked to indicate the degree of change at their current institutions. The issues listed were:

Quality of faculty scholarship
Quality of teaching
Morale of faculty
Quality of students
Quality of administrators
Quality of leadership
Quality of academic programs
Support for women's issues
Support for minority issues
Competition for students
Resources required to comply with federal regulations
Litigation against the institution

State financial support for your institution
Personal freedom to carry out your work
Autonomy of the institution

A majority of presidents and provosts noted an increase for all but two of the 15 issues. The issues which received the highest percentages indicating increase are: resources to comply with federal laws (83.4 percent), quality of academic programs (81.7 percent), and support for women's issues (80.8 percent).

Current issues perceived by provosts to have undergone the greatest increase include: quality of academic programs (79.5 percent), competition for students (79.5 percent); quality of faculty scholarship (77.2 percent), and resources to comply with federal laws (76.7 percent).

The issue changes which show a difference of opinion dependent upon institution type include faculty morale and state financial support for the institution. Fifty-two percent of presidents employed at research and doctoral-granting institutions indicated a decrease in faculty morale compared to presidents at comprehensive universities and liberal arts colleges who circled an increase for the same issue (53 percent and 63 percent, respectively). Provosts were even more contradictory in their responses by institution type. At research and doctoral-granting institutions equal percentages (41.7 percent) were recorded for both a decrease and an increase in faculty morale. A figure of 45.0 percent of provosts at comprehensive universities said morale had undergone a decrease while 50.6 percent of their colleagues at liberal arts colleges marked an increase for this issue.

Regarding the issue of state financial support, 47.8 percent of presidents at research and doctoral-granting institutions saw a decrease, while 47.5 percent of chief executives at comprehensive universities marked an increase. In addition, a substantial majority of leaders at liberal arts colleges (64.4 percent) concurred with those respondents at comprehensive universities in noting an increase in state financial support at their institutions. There were no notable differences of opinion expressed by provosts according to institution type on this issue.

The two issues in which a majority of top administrators felt there had been no change were: personal freedom to do one's work (presidents, 63.9 percent; provosts, 60.9 percent), and the autonomy of the institution (presidents, 54.4 percent; provosts, 65.1 percent).

"I went into administration in a 'golden age,' 1960: money, students, high national priority, idealism and vision. We are in a different time."
-President of a comprehensive university

Budget Cuts

Respondents were asked to indicate their opinions concerning the priority that each of a series of 14 issues should have if budget cuts became necessary at their institutions. They were asked to consider whether the item should be among the FIRST to be cut, would occupy an INTERMEDIATE position or should be among the LAST to be cut.

Funds for libraries
Funds for laboratories
Faculty salaries
Administrator salaries
Number of senior faculty
Number of junior faculty
Number of support staff (secretaries, lab assistants, etc.)
Number of administrators
Funds for athletics
Funds for student services
Financial assistance to students
Funds directed primarily to the teaching program
Funds directed primarily to research support
Funds for administrative operations

The only two items which a majority of presidents said they would cut first are the number of support staff (59.0 percent) and funds for athletics (52.1 percent). When these data are examined by institution type, however, it is interesting to note that 62.5 percent of those chief executives at research and doctoral-granting institutions placed the cutting of athletic funding in the intermediate category.

The two items which a majority of presidents would cut last were funds for teaching (68.3 percent) and faculty salaries (63.5 percent). Other issues which nearly one-half of current presidents would prefer to cut last were financial aid to students (47.4 percent), funds for libraries (46.2 percent) and the number of senior faculty (42.3 percent).

Provosts, in general, seem even more reluctant to cut items than presidents. There was only one issue which a majority of provosts felt should be cut first, funds for athletics (65.1 percent). On the other hand, there were four items which a clear majority of chief academic officers would cut last if budget cuts became necessary at their institutions: funds for libraries (52.0 percent), financial aid to students (62.3 percent), faculty salaries (67.5 percent) and funds for teaching (74.2 percent).

Presidents and provosts placed the following issues in the intermediate cut category: funds for laboratories, administrator salaries, the number of junior faculty, the number of administrators, funds for student services, funds for research and funds for administrative operations.

When these data were compared with the general Leaders sample there was general agreement that athletics should be the first to be cut. The same four items; faculty salaries, funds for teaching programs and for libraries, and student financial aid, were listed as last to be cut by both groups. Comparisons of budget cut priorities are shown in Tables 7a and 7b.

Future Concerns

Finally, administrators were asked to indicate the importance selected issues will have at their institutions in the next five years. The issues listed were:

State Financial support for students
State financial support for research and teaching
Federal financial support for students
Federal financial support for research
Public perception of the institution
Alumni relations
Curricular change
Faculty development
Administrator and staff development
Student development
Collective bargaining
Student recruitment
Student retention
Institutional decision-making process
Affirmative action

The two issues which received the greatest percentages of very high concern by both presidents and provosts were student retention and student recruitment. Sixty-two percent of chief executives and 57.5 percent of provosts rated the issue of student retention of very high concern, and nearly equal numbers of presidents (60 percent) and provosts (56.6 percent) marked the recruitment of students to be of very high importance during the next few years.

However, when these data are analyzed by institution type, the results clearly showed that the degree of concern for student retention expressed by presidents differed with the type of institution (see Table 8). While a substantial percentage of presidents at research and doctoral-granting institutions (38.9 percent) rated student retention of high importance, 57.8 percent of the leaders of comprehensive universities and 76.1 percent of the heads of liberal arts colleges gave this issue a very high importance rating. The same escalation was seen regarding the recruitment issue; 27.8 percent of research and doctoral-granting presidents gave this factor a very high rating compared to 51.6 percent and 77.6 percent of those heading comprehensive and liberal arts schools respectively. Provosts at each of the three types of institutions agreed with the presidents from their respective types of institutions.

For most of the other issues presidents and provosts expressed moderate concern. Regarding two items, however, collective bargaining

and federal financial aid for research, signficant percenages of presidents and provosts rated these issues of no or low importance for their institutions to address in the next five years. A total of 31.2 percent of presidents and 43.7 percent of provosts felt collective bargaining was of no concern and 32.5 percent of presidents and 33.6 percent of provosts rated federal financial aid for research of low importance. Not surprisingly, when the data are analyzed by institution type, none of the presidents or provosts at research and doctoral-granting institutions gave federal aid for research a low rating as its shown in Table 8. In fact, ratings of very high importance were recorded for 44.4 percent of presidents and 50 percent of provosts.

TABLE I
COMPOSITE TABLE OF PRESIDENTS AND PROVOSTS

Composite	Presidents (N = 156)		Provosts (N = 154)	
	N	%	N	%
Age				
37 - 44	17	11.0	34	22.1
45 - 55	72	46.2	78	50.7
56 - 68	65	42.1	42	27.3
Missing	2	1.3	0	0.0
Sex				
Male	143	91.7	133	86.4
Female	13	8.3	21	13.6
Race				
White	146	93.6	147	95.5
Minority	10	6.4	7	4.5
Marital Status				
Religious Order	24	15.4	15	9.7
Single/Never Married	0	0.0	7	4.5
Married	124	79.5	127	82.5
Separated/Divorced	5	3.2	4	2.5
Widowed	3	1.9	1	.6
Bachelor's Degree	152	97.4	150	97.4
Primary Fields				
English	17	11.2	25	17.0
History	23	15.1	18	12.0
Master's Degree	135	86.5	142	92.2
Primary Fields				
English	22	16.3	14	10.0
History	17	12.6	17	12.0
Ed. Administration	10	7.4	14	10.0
Doctoral Degree	142	91.0	152	98.7
Ph.D.	101	71.1	117	77.0
Ed.D.	21	14.8	23	15.1
Other	13	9.2	7	4.6
Number of Years in Current Position				
6 or less	81	51.6	91	59.1
7 - 10	32	21.0	37	24.0
11 or more	39	24.8	22	14.3
Missing	4	2.6	4	2.6

TABLE I (continued)

Composite	Presidents (N = 156)		Provosts (N = 154)	
	N	%	N	%
First to Hold Current Position				
Yes	1	.6	23	14.9
No	155	99.4	131	85.1
Hold Academic Rank				
Yes	100	64.3	135	87.7
No	53	33.8	19	12.3
Missing	3	1.9	0	0.0
Academic Rank				
Professor	91	58.3	121	78.6
Associate Professor	9	6.5	9	5.8
Tenured				
Yes	51	32.5	92	59.7
No	99	63.0	61	39.6
Missing	6	4.5	1	.7
Number of Professional Positions Held				
5 or less	38	24.8	41	26.6
6 - 8	78	49.7	88	57.1
9 or more	40	25.5	25	16.2
Choose to be an Administrator again				
Yes	123	78.8	104	67.5
No	4	2.6	10	6.5
Maybe	24	15.4	40	26.0
Missing	5	3.2	0	0.0

TABLE 2
PRESIDENTS' AND PROVOSTS'
PARTICIPATION IN PROFESSIONAL ACTIVITIES

Activity	Presidents N = 156	Provosts N = 154
	% who participated and considered activity important*	
Paid External Consultant	51.0	44.3
State or Region Association Board of Directors	57.8	36.3
National Organization Board of Directors	46.5	21.5
Publication of Books or Monographs	44.8	44.2
Publications in Scholarly Journals	55.6	58.7

* Percentages based on number of respondents for each activity.

TABLE 3
FIRST MENTOR RELATIONSHIPS
PRESIDENTS AND PROVOSTS

Mentor Variables	Presidents N = 156	Provosts N = 154
	%	%
Had Mentor	56.1 (N=87)	55.6 (N=85)
Mentors Position		
Professional	32.1	41.2
Administrator	56.0	51.8
Protege Position		
Student	39.1	41.2
Mentor's Sex		
Male	90.8	88.2
Female	9.2	11.8
Importance of Mentor		
Very	59.5	40.5
Somewhat	34.5	57.1

TABLE 4a

REASONS FOR MOVING TO CURRENT INSTITUTION
BY POSITION AND INSTITUTION TYPE

Reasons for Moving	INSTITUTIONAL TYPE					
	Research-Doctoral		Comprehensive		Liberal Arts	
	Pres N=25	Prov N=12	Pres N=64	Prov N=61	Pres N=67	Prov N=81
	(Percentage who marked "very important")*					
Duties/Responsibilities of Job	83.3	77.8	79.7	62.7	65.7	60.0
Mission/Philosophy of Institution	55.6	22.2	43.8	36.2	63.6	56.4
Ready for a Change	22.2	44.4	42.9	43.1	36.9	32.1
	(Percentage who marked "no importance")*					
Job Opportunity for Spouse	38.9	77.8	72.6	67.2	53.8	52.6

TABLE 4b

REASONS FOR REMAINING AT CURRENT INSTITUTION
BY POSITION AND INSTITUTION TYPE

Reasons for Remaining	INSTITUTION TYPE					
	Research-Doctoral		Comprehensive		Liberal Arts	
	Pres N=25	Prov N=12	Pres N=64	Prov N=61	Pres N=67	Prov N=81
	(Percentage who marked "very important")*					
Duties/Responsibilities of Job	64.7	66.7	76.2	59.3	68.2	63.6
Mission/Philosophy of Institution	58.8	40.0	46.8	39.7	66.7	58.4
	(Percentage who marked "no importance")*					
Job Opportunity of Spouse	50.0	80.0	68.3	51.7	53.1	41.9

*Percentages based on number of respondents for each issue.

TABLE 5

JOB CHANGE OPTIONS FOR PRESIDENTS AND PROVOSTS

Options	Presidents (N=37)		Provosts (N=70)	
	N	%	N	%
1. Similar Position at a New Institution	20	37.0	19	25.0
2. New Position at Present Institution	7	13.0	8	10.5
3. New Position at a New Institution	5	9.3	29	38.2
4. Position in Higher Education not at an Institution	8	14.8	4	5.3
5. Position Outside Higher Education	14	25.9	16	21.1
	52*	100.0	76*	100.1

*Number is larger than actual number who answered yes or maybe because more than one option could be circled.

TABLE 6

CAREER CHANGE ISSUES
FOR
PRESIDENTS AND PROVOSTS

Career Change Issue	President (N = 156)	Provost (N = 154)
	(Percentage noting an increase)	
1. Professional Advancement Opportunities	61.5	57.1
2. Satisfaction from Being in Higher Education	58.4	56.2
3. Personal Autonomy	51.[illegible]	59.9
4. Financial Compensation	7[illegible].4	76.2
5. Intellectual Challenge	[illegible]1.0	58.6
6. Opportunity to Foster Change	66.9	70.4
7. Opportunity to Serve Others	66.9	71.7

TABLE 7a
A COMPARISON OF BUDGET CUT PRIORITIES BETWEEN
THE GENERAL SAMPLE AND PRESIDENTS/PROVOSTS

Priority	Budget Item	General Sample N=2,896	Presidents N = 156	Provosts N = 154
		%	%	%
Cut First	Funds for Athletics	61.4	52.1	65.1
	Number of Support Staff	39.6	59.0	59.0
	Funds for Research	36.1	31.9	44.8
Cut Last	Funds for Teaching	61.8	68.3	74.2
	Faculty Salaries	56.7	63.5	67.5
	Financial Aid for Students	50.2	46.2	52.0

TABLE 7b
BUDGET CUT PRIORITIES
BY POSITION AND CARNEGIE CODE

BUTGET ITEMS BY PRIORITY	INSTITUTION TYPES					
	Research-Doctoral		Comprehensive		Liberal Arts	
	Pres N=25	Prov N=12	Pres N=64	Prov N=61	Pres N=67	Prov N=81
	%	%	%	%	%	%
Cut First						
Funds for Athletics	33.3	66.7	56.7	68.3	54.8	62.5
Number of Support Staff	43.5	33.3	66.7	42.4	67.7	57.5
Funds for Research	0.0	0.0	27.9	35.0	54.1	59.3
Cut Last						
Funds for Teaching	50.0	66.7	72.9	81.7	71.0	69.6
Faculty Salaries	75.0	75.0	60.7	70.0	72.1	65.4
Financial Aid for Students	25.0	50.0	43.3	53.3	67.7	71.6
Funds for Libraries	83.3	58.3	55.0	65.5	30.6	43.8

TABLE 8

FUTURE CONCERNS OF PRESIDENTS AND PROVOSTS BY INSTITUTION TYPE

FUTURE ISSUES OF IMPORTANCE	Position	Number of Respondents	INSTITUTION TYPES: Doctoral-Granting	Comprehensive	Liberal Arts
		%	%	%	%
Very High Importance					
Student Retention	Presidents	97	33.3	57.8	76.1
	Provosts	88	30.0	63.3	58.0
Student Recruitment	Presidents	93	27.8	51.6	77.6
	Provosts	86	40.0	49.2	65.4
Federal Financial Aid for Students	Presidents	73	27.8	41.3	55.2
	Provosts	70	60.0	35.0	51.3
Low Importance					
Federal Financial Aid for Research	Presidents	50	0.0	25.4	50.7
	Provosts	51	0.0	23.7	45.7
No Importance					
Collective Bargaining	Presidents	48	11.0	38.1	32.8
	Provosts	66	60.0	41.4	43.2

PART II
ACADEMIC DEANS

By comparison with the position of president, the academic dean is a relative newcomer to American higher education. The first recorded appointment of a dean occurred at Harvard College in 1870. Most of the early deans were appointed from the faculty and were generally responsible for assisting the president with time-consuming administrative tasks such as records, admissions and student discipline.

As enrollments continued to grow and the president was forced to spend more and more time with administrative and external matters, deans took on the responsibilities of faculty selection and budgeting while divesting themselves of such responsibilities as counseling and student discipline. Although the role of the academic dean today varies greatly depending on field and type of institution, the academic dean is generally responsible for developing and implementing the curriculum, the selection and development of faculty and for the academic budget within his or her academic unit. Although the dean no longer functions as the president's assistant, he or she has come to occupy a central position in the administration of colleges and universities.

Van Cleve Morris (1981), himself a former dean, points out that the deanship is where the work of the institution actually gets done. While one must recognize some bias in this observation, there is no question but that the deanship offers a unique vantage point from which to view the entire institution. As Morris notes, the dean is the only line officer who has routine contact with all segments of the organization including faculty, students and other administrators. The dean is often the only remaining line officer who holds an active teaching faculty position. In addition, as the center of faculty selection, the dean is

ultimately responsible for the caliber of an institution's faculty (Morris, 1981, pp. 7-8).

The available literature on deans varies widely, ranging from the anecdotal to semifictitious spoofs (Marshall, 1968; Johnson, 1968), to benchmark studies of the roles and functions of the position and descriptions of the persons who occupy it (Higgins, 1947; Reeves and Russell, 1929; and Gould, 1964). Within the last six years there has been a flourish of activity directed at establishing a conceptual framework for studying the deanship (Griffiths and McCarty, 1980) and empirical study of various aspects of the position and of various types of deans (Abramson and Moss, 1977; Otis and Caragonne, 1979; Kapel and Dejnoza, 1979; Cyphert and Zimpher, 1980; Konrad, 1980; and Bowker, 1980; and Bowker, 1982.)

Although many of the existing studies of the deanship are concerned with a particular type of dean, (e.g. education dean) or a particular type of institution (church-related college), most are general to the extent that they have been concerned with the role and function of the position and with describing the men who occupy the deanship. These studies have been concerned to a lesser extent with occupational experiences, role satisfactions and conflicts, organizational contexts, career development issues and professional development needs. Many of the existing empirical studies have involved relatively small, homogeneous samples of 150-200 cases.

Types of Deans

Corson (1968) identified four types of academic deans: 1) deans of arts and sciences, including those of small liberal arts colleges and deans of units within universities; 2) deans of graduate programs; 3) deans of professional schools and colleges; and 4) deans of evening and extension schools. This typology is used to categorize the deans involved in the Leaders study (see Table 9). We have, however, added a category by splitting professional school deans into two groups: postbaccalaureate professional school deans and undergraduate professional school deans. Thus we have identified five main types of deans:

1. Undergraduate arts and sciences deans.
   Includes all deans of undergraduate arts and sciences, humanities, and fine arts either at liberal arts colleges or deans of units within universities.

2. Graduate program deans.

3. Post-baccalaureate deans.
   Includes deans of professional colleges i.e. law, medicine, library science, dentistry, pharmacy, veterinary medicine and theology.

4. Undergraduate professional deans.
   Includes agriculture, architecture, business, education, engineering, home economics, journalism, natural resources, nursing, physical education, public health, social work, technology, and vocational education.

5. Continuing education includes deans.
   Includes continuing education, evening division, extension and special sessions.

There are a total of 1,293 deans in the Leaders sample. The sample includes an extra 20 percent complement of deans because we wanted to ensure subcategories of sufficient size to allow analysis. The extra 20 percent of deans were surveyed at the same time in the same way as the other administrators.. As Table 9 shows, nearly 43 percent (N = 555) of the total are deans of undergraduate professional schools. The next largest group is the undergraduate arts and sciences (N = 268; 21 percent). The remaining 36 percent of the total is spread among the other three types of deanships.

Frequently throughout the analysis, we have found it useful to analyze the data by the combined Carnegie classifications discussed at the outset of the report. It is therefore useful to look at the number of each type of dean that is found at research and doctoral-granting institutions; comprehensive colleges and universities, and liberal arts colleges. Frequencies are reported in Table 10.

Slightly more than half of all deans are employed at comprehensive colleges and universities. Approximately 38 percent are employed at research and doctoral-granting institutions and 10 percent are located at liberal arts colleges. By type of deanship the largest percentages of all types of deans, except postbaccalaureate professional school deans, are at comprehensive institutions. The majority of the post-baccalaureate deans are at research and doctoral-granting institutions.

PERSONAL BACKGROUND

A number of studies have sought to identify and describe the personal characteristics of those who occupy deanships. Most notable among the early studies are those by Higgins (1947) and Gould (1964). Higgins studied a diversified sample of the members of the American Conference of Academic Deans. While identification of decanal functions was the main focus of the Higgins study, she also provided a description of her subjects. She found that 60 percent of the deans studied had been in office from one to ten years. A large majority were in their 40s and held Ph.Ds. Most had teaching experience while only a third had any prior administrative experience.

Gould's book, The Academic Deanship, (1964) remains the most comprehensive, definitive study to date. The study included 166 liberal

arts deans representing all fifty states. Gould set out to analyze the responsibilities of the position by the time spent on the tasks and the skill involved, the factors affecting leadership opportunities of the dean, relationships with other constituencies within the academic community, deans and deans' perceptions of the importance of various experiences.

The majority of Gould's deans were selected by their institution's president and Board of Trustees. Their years of service ranged from a half-year to 31 years. Many academic fields were represented with the humanities having the greatest representation. A large majority had had no prior experience in the dean's office; however, a majority had served as department chairmen and still taught. Almost half served as the president's representative in his absence. Gould's examination of dean's perceptions of desirable experience revealed that professional experience, particularly the chairmanship and independent reading are viewed as desirable training.

Several commonalities can be identified in the descriptive literature on deans. The typical dean is male and married. There is evidence that he is upwardly mobile. He comes from all academic disciplines, although the humanities are more highly represented than other academic areas. In his 40s, the dean has been in office from four to six years, although he has often been at the same institution longer than that. By far the majority of deans hold the doctorate, most frequently the Ph.D., and the majority continue to teach. While many deans continue to engage in scholarly activities of research and writing, such activity appears to decrease sharply with the assumption of decanal responsibilities. The information from the Leaders survey is presented below.

Age

The year of birth ranged from 1909 through 1954. The largest percentage (40.2 percent or N = 520) of deans were born between the years 1922 and 1931 and are currently (1981) between 50 and 59 years of age (see Table 11).

Sex and Race

Among the respondents to the Leaders survey, there are a total of 178 female deans (13.8%), 1,114 (86.2 percent) males and one for which sex was not reported (see Table 11). The largest groups of female deans are undergraduate professional school deans (N = 47) at comprehensives; undergraduate professional school deans (N = 31) at research and doctoral-granting institutions; deans of continuing education (N = 22) at liberal arts colleges and undergraduate arts and sciences deans (N = 18) at research and doctoral-granting universities. Of the 93 deans who listed their racial group as black, hispanic, oriental or "other," 25 are currently employed at research and doctoral-granting institutions. The largest group of minority deans (N = 62) work at comprehensive universities and six academic deans at liberal arts colleges are members of a minority.

Marital Status

A total of 83.3 percent of all deans are currently married and living with their spouses. The status of the remaining academic leaders is as follows: 6.7 percent are single and have never been married, 6.1 percent are either separated or divorced from their spouses, 2.6 percent are members of a religious order and 1.2 percent are widowed (see Table 9). Less than one-half of female deans are currently married; 42.4 percent compared to 89.9 percent of men.

Place of Birth

The birthplaces of the academic deans include 48 states, the District of Columbia and several foreign countries. The only two states not represented are Hawaii and Nevada.

Top Five Birthplaces	Number	Percent
1. New York	138	10.7
2. Pennsylvania	83	6.4
3. Foreign Country	75	5.8
4. Illinois	71	5.5
5. Texas	53	4.1

Spouses' Occupation

The married deans in the sample were asked to state specifically the occupations of their spouses. Their answers revealed that the greatest number of spouses (37.4 percent) are homemakers. For those spouses who hold paid positions, the two most often stated were: pre-school/elementary teacher (7.6 percent) and college/university professor (7.0 percent).

Educational Level of Parents

We asked respondents to specify the extent of formal education achieved by each of their parents. An overall view shows more mothers (12.8 percent) who were college graduates than fathers (9.6 percent). However, at the graduate degree level, 10.6 percent of fathers had acquired a post-baccalaureate degree but only 2.6 percent of the deans' mothers.

An evaluation of the educational data by the type of dean indicates the highest percentages of fathers (11.9 percent) and mothers (16.0 percent) who completed college are the parents of those administrators

heading post-baccalaureate professional schools today. The fathers of those deans currently heading undergraduate arts and sciences fields recorded the highest percentage (15.2 percent) of fathers who had earned a graduate degree.

Fewer mothers and fathers of deans employed at liberal arts colleges completed college or acquired a post-graduate degree than the parents of deans working at the other types of institutions.

Parental Occupations

All respondents were asked to state, as specifically as possible, the occupations of their mothers and fathers when they were 16 years of age. The greatest number of deans' fathers (32.0 percent) were employed in blue collar/service occupations. The second largest group (21.0 percent) had held managerial positions and the third most widely held job was that of a farmer or rancher (11.3 percent).

A large majority of deans' mothers (70.4 percent) were homemakers. For those mothers who were working in paid positions, the greatest percentage (8.7 percent) held clerical or sales jobs.

EDUCATIONAL BACKGROUND

Educational background is a particularly important way of analyzing deans' career histories. One likely hypothesis is that direct linkages could be observed between educational background and type of deanships. An overwhelming majority (73.9 percent) of deans report earning at least three degrees; over ninety-five percent report having earned at least one bachelor's, master's and doctoral degree.

Deans' major fields of study for the first bachelor's, first master's and first doctorate are reported in Table 12. For simplification, major areas of study have been grouped under nine areas.

Bachelor's Degree

The single largest proportion of deans (27.9 percent) earned their baccalaureate degree in the humanities. Education (16.2 percent), social sciences (15.2 percent) and physical sciences (12.6 percent) were the next most frequently reported majors at the bachelors level. When the baccalaureate is examined by type of dean and by institution type, the same general pattern exists: that is, the humanities, education, social sciences and the physical sciences continue to be the most frequently reported majors. The one exception to this pattern occurs among the undergraduate professional school deans. Here the major areas are spread among education (20.4 percent), social sciences (17.9 percent), other professional fields (146 percent), and engineering (13.3 percent). The biological sciences was the second most frequently chosen major for post-baccalaureate professional deans (humanities was the first), probably reflecting the large number of health-related fields in this category.

Master's Degree

The majority of all deans at the masters degree level have majored in education (28.9 percent) or the humanities (23.6 percent). At the masters level, major areas of study do vary somewhat by type of dean. As one might expect, the majority of undergraduate arts and sciences deans earned masters degrees in the humanities (58.1 percent). Graduate program deans earned masters degrees in education (33.9 percent) and the humanities (26.3 percent). Post-baccalaureate professional deans earned health and other professional masters degrees (53.4 percent). Undergraduate professional school deans majored in a variety of subject areas: education was the most frequently reported (33.6 percent); 11.9 percent majored in engineering; 12.3 percent in social sciences and 19.2 in other professional fields. When analyzed by sex there were few notable differences in major fields of study. However, a very small percentage of male undergraduate professional school deans majored in the health professions, whereas health professions was the major of the largest proportion of female deans in this category.

Doctoral Degree

Education (30.7 percent) and the humanities (20.0 percent) are the programs of choice for slightly over half of all deans at the doctoral level. As was noted in the analysis of the bachelor's and master's degrees, some distinctions arise when major field is examined by type of deanship. Over 50 percent of all undergraduate arts and sciences deans earned the doctorate in the humanities across all institution types. This proportion was even greater among deans of arts and sciences in liberal arts colleges. At research and doctoral-granting institutions, the majority of graduate program deans (60 percent) earned the doctorate in humanities and physical sciences. The largest proportion of graduate program deans at comprehensives and liberal arts colleges earned doctorates in education.

Post-baccalaureate professional deans at research and doctoral-granting institutions and at comprehensives are more likely to have earned doctorates in health and other professional fields. However, post-baccalaureate professional deans at liberal arts colleges were more likely to earn doctorates in the humanities. As for other degree types, the doctoral degrees of undergraduate professional school deans are concentrated in the fields of education, social sciences and other professional fields. This is true for all institution types. At research and doctoral-granting institutions 31 percent earned doctorates in education, 15.8 percent in the social sciences and 16.3 percent in other professional fields. This same pattern holds for comprehensive institutions as well. Half of the undergraduate professional deans in liberal arts colleges earned their doctorate in education. For each institution type the highest proportion of continuing education deans earned doctorates in education. At liberal arts colleges humanities and education were reported as the major area for equal numbers of continuing education deans.

A majority of all deans (68.2 percent) earned the Ph.D.; 19.5 percent, the Ed.D. The top degree granting institutions for each degree are listed below:

Degree-Granting Institutions

Bachelor's	N	Master's	N	Doctorate	N
University of Minnesota	15	Columbia University	31	University of Illinois	38
University of Michigan	14	University of Michigan	29	Columbia University	38
University of Wisconsin	13	University of Illinois	29	Indiana University	38
Ohio State University	12	University of Wisconsin	21	University of Michigan	38
University of Texas at Austin	11	University of Minnesota	21	Michigan State University	36
Notre Dame, Harvard	10	Michigan State	20		

Graduate Appointments

Graduate appointments are thought to be an influential and important part of a graduate education. The number and percentages of the different types of deans holding assistantships, fellowships, traineeships or other types of graduate appointments are reported in Table 13.

Among the 1215 deans who hold at least one or more master's degrees, the most popular type of assistantship is the teaching assistantship. Fellowships and research assistantships are of about equal choice during the masters program.

Far more deans held some type of appointment at the doctoral level. Of the 1189 deans holding one or two doctoral degrees, 41.3 percent held teaching assistantships. Thirty-four percent held fellowships or traineeships and 25 percent held research assistantships. When the data are analyzed by type of dean the same pattern exists. That is, all types of deans are more likely to have held teaching assistantships than other types of appointments.

Males are relatively more likely than females to have held teaching and research assistantships at the masters level; however, females are relatively more likely than males to have received fellowships. This same pattern exists for doctoral appointments.

There are some interesting patterns by institution-type. Deans at research and doctoral-granting institutions are more likely than those at either comprehensives or at liberal arts colleges to have held teaching assistantships. Liberal arts college deans are more likely than deans at the other two institution types to have held research

assistantships, and research and doctoral-granting deans are more likely to have held fellowships or traineeships.

PROFESSIONAL BACKGROUND

We can conclude that deans have relatively uniform professional experiences. An overwhelming majority report to the chief academic officer (82 percent) and the large majority of bosses are male (90.6 percent). However, among those who do report to women, women are relatively more likely to do so. Liberal arts college deans are also relatively more likely to report to women than deans in other types of institutions (23.3 percent). The majority of all deans hold rank and tenure (see Table 14). We note that although the majority of continuing education deans hold rank, this percentage is considerably lower than for the other types of deans (68.5 percent). A majority of deans of each type hold the rank of professor. Again we note that continuing education deans are an exception to this pattern. Only 55.5 percent of continuing education deans hold the rank of professor, 31.5 percent hold the rank of associate and approximately 32 percent do not hold rank at all.

The large majority of all type of deans have tenure. Again we note that relatively lower percentages of deans of continuing education (51.9 percent) hold tenure.

Smaller percentages of women deans hold rank (81.5 percent), whereas approximately 92 percent of the males hold rank. And while the large majority of male deans hold the rank of professor (78.2 percent), only 55.6 percent of the women hold the professor rank. Approximately 20 percent of the female deans do not hold rank at all and the other 20 percent hold the rank of associate professor.

By institution type, over 90 percent of both research and doctoral-granting and comprehensive university deans hold rank, while only 71 percent of liberal arts deans do so. There appear to be some significant differences among institution types as far as level of academic appointments held is concerned. Fully 86.2 percent of deans at research and doctoral-granting universities hold the rank of professor. At comprehensive institutions, 74.6 are full professors; however, only 36 percent of liberal arts deans are full professors.

Tenure also varies by sex and institution type. For all types of deans women are less likely to hold tenure; 80 percent of the male deans hold tenure while only 64 percent of the females hold tenure. The differences are particularly dramatic among continuing education deans. Nearly three-quarters of female continuing education deans do not hold tenure, whereas fewer than half of the men do not hold tenure.

By institution-type, the percentage of deans holding tenure declines gradually. Nearly 88 percent of research and doctoral-granting deans hold tenure; 78 percent of those at comprehensives and only 39.2 percent of liberal arts deans hold tenure.

Number and Type of Positions

The vast majority of all deans have held between four and eight professional positions. Overall approximately one quarter of all deans hold joint positions. The single highest percentage of deans who hold joint positions was found among the graduate program deans (41 percent). Very few deans hold part-time positions. Also relatively small percentages of deans indicated that they are the first to hold their position. The largest group of new occupants are continuing education deans (29.5 percent).

An interesting phenomenon seems to arise when the number of positions is analyzed by institution type. Earlier we noted that nearly all deans have held between four and eight professional positions. At research and doctoral-granting universities, the largest proportion of deans are found at the upper end of this scale, that is at seven and eight positions. The number of positions held by deans in comprehensive institutions varies depending upon the type of dean. Post-baccalaureate professional deans are most likely to have held eight positions; graduate program deans have held five or seven positions, and the other types, six or seven positions. At liberal arts institutions, the largest single proportion of all types of deans have listed five professional positions.

First to Occupy Position

Slightly higher proportions of males report being the first to hold their position. However, the proportion of deans to be the first to hold the position is greater at liberal arts colleges than at the other two types of institutions.

Length of Time in Current Position

Most of the academic deans have held their current positions for five years or less. Using 1981 as the current year, 60.0% of the total dean sample began their present position in 1976 or later. Twenty-nine (2.2%) have held their current job for less than one year; 320 (24.75) from one to two years and 374 (28.9%) from three to five years.

When the data are analyzed by type of dean and sex, it is interesting to note that in all categories with the exception of those women heading undergraduate professions, the largest percentages of females in our sample have held their current positions for two years or less. The greatest percentage of female deans of undergraduate professions (29.1%) have occupied their positions for six to ten years.

External Activities

Deans were asked about their participation in external activities and about the importance of each item for professional advancement. Of the 10 activities provided, the six most frequently reported as being important were: paid consulting, editorship of a journal, member of a state or regional board of directors, member of a national organization,

publication of books and publication in scholarly journals. So few deans reported participation in any of the management training programs listed or the ACE fellowship that the most interesting finding is that deans do not participate in these actvities (see Table 15).

All types of deans were relatively more likely to have participated in paid consulting work, with undergraduate professional school deans more likely than others to do so. However, a surprisingly high percentage of deans found this activity not important for career advancement.

Post-baccalaureate professonal deans were more likely than others to edit scholarly journals and to find it a valuable experience. Approximately half of each type of dean, with the exception of undergraduate arts and sciences deans, report membership on state or regional boards of directors and all found it to be an important experience. Approximately half of all deans, with the exception of continuing education deans, have found publishing books to be valuable. Again, with the exception of continuing education deans, well over half of all types of deans have found publishing in scholarly journals to be important.

For all of the professional activities reported, liberal arts deans are less likely than their counterparts in other kinds of institutions to have participated in professional activities. The data indicate that females are as likely to participate in the activities in question as males.

Mentor Relationships

The term "mentor" has been used to identify a long-term, professionally centered relationship between two individuals in which the more experienced individual, the mentor, advises and assists in any number of ways the career of the less experienced, often younger, protege. Using this definition administrators in the Leaders survey were asked to indicate if they had a mentor or mentors and to discuss the nature and degree of the influences exerted by these individuals (see Table 16).

A total of nearly 60 percent of academic chiefs responded that they had been involved in a mentor relationship. A slightly higher proportion of female deans (65.3 percent) answered affirmatively to the question than male deans (54.6 percent).

An examination of the data by institution type shows a greater percentage of deans currently employed at research and doctoral-granting institutions (61.3 percent) who mentioned the existance of a mentor than did their colleagues at liberal arts colleges (54.9 percent) or comprehensive universities (52.5 percent).

Although as many as six mentor relationships were given by a single respondent, one-half of the deans who had experienced such a relationship listed just one mentor. Therefore, further discussion will refer to the first mentor relationship.

When asked to explain their position and that of their mentor at the time they first met, the greatest percentage of deans (47.0 percent) indicated that they were students when the relationship began and their mentor occupied an administrative position at a college or university. A predominate majority of first mentors (89.5 percent) were male.

Of the deans who had been involved in a mentor relationship, half said the experience had been very important to their career advancement. Another 43.4 percent reported that their mentor had been somewhat important, and only 6.1 percent remarked that their mentor had not been at all important in their professional lives.

An evaluation of respondents' explanations concerning the nature of the first mentor's influence in their careers revealed that for nearly one-half of the current deans (47.9 percent) the mentor had provided general guidance and acted as a role model rather than offering more specific "on the job training" or providing introductions and recommendations.

Other Activities

The academic deans were asked to specify any discontinuation of work or schooling for a period of six months or more to engage in any of the following activities: military service (excluding career military), full-time homemaking or any "other specified reason.

Nearly one-half (44.8 percent) of the deans had spent some time in military service. There were 51 deans (3.9%) who indicated a prolonged lapse in educational or professional endeavors for full-time homemaking and 87 deans (6.7%) cited an "other" reason.

CAREER ISSUES

Qualifications and preparation for the deanship and description of the occupational experience of deans has been a matter of some interest throughout the literature. Issues of turnover and career mobility are much more recent career-related issues. It is generally agreed that deans are poorly prepared for the deanship (Dicks, 1962; Gould, 1964, Enarson, 1968; Konrad, 1980; Cyphert and Zimpher, 1980; Abramson and Moss, 1977). It is also generally recognized that deans come from the faculty (Dearing, 1968; Marshall, 1968; Conant, 1967; Enarson, 1962; Cyphert and Zimpher, 1980; Gould, 1964) and have often had experience of further administrative training although most perceive a need for such training (Dicks, 1962; Gould, 1964; Abramson and Moss, 1977; Konrad, 1980; Bowker, 1980; Bowker, 1982).

Job Opportunities

As one means of tracing the future career development of administrators, we asked respondents if they are seriously considering or actively pursuing a job change and, if so, what type of new position they would prefer. Of the 1,281 academic deans who answered the questions, over one-half (56.1 percent) replied that they are <u>not</u> considering a change.

There were 255 (19.9 percent) who said "yes" and 24.0 percent who responded "maybe."

For the total of 562 (43.9%) deans who answered "yes" or "maybe" we offered a list of five possible job options to consider: (1) a similar position at a new institution, (2) a new position at the present institution, (3) a new position at a new institution, (4) a higher education position outside of an institution and (5) a position outside of higher education. The most popular job choice was number three. A total of 48.2 percent selected the option of a new position at a new institution.

An examination of the data by type of dean reveals that those heading graduate programs registered the highest percentages (51.5 percent) of those seeking a job change. A figure of 48.5 percent of undergraduate arts and sciences deans answered "yes" or "maybe" to the question of a position move followed by 48.0 percent of continuing education administrators and 39.8 percent of undergraduate professional deans. The group seemingly most satisfied with their current positions are those administering post-baccalaureate professional fields. Only 36.4 percent indicated they are thinking of making a job change.

An analysis of data by Carnegie Code reveals that deans employed at liberal arts colleges are the least satisfied with their current jobs. Over one-half (57.2 percent) are seriously considering a move compared to 45.6 percent of those respondents working at comprehensive universities and only 37.9 percent of the deans now affiliated with research and doctoral-granting institutions.

Mobility Issues

Another step in following the career paths of current deans was to determine the reasons they had for moving to the institutions in which they now work and for remaining at their present places of employment. We developed a series of factors and asked administrators to indicate the level of importance of each issue using a scale of no, low, moderate, high or very high importance (see page 21 in section I for complete list).

A. Importance for Moving to Present Institution

The only issue for which a majority of respondents marked very high importance was - duties and responsibilities of the job (60.3 percent). However, there were two additional factors which received fairly large percentage ratings in the high importance category: the mission and philosophy of the institution (31.1 percent) and readiness for a change (39.5 percent).

Two factors were deemed to be of no importance by a sizeable portion of the sample: spouse employment opportunities (55.2 percent) and educational opportunities for the family (36.7 percent). And 33.1 percent rated retirement/benefits of low importance. The seven remaining issues were rated of moderate or high importance as deans recalled their reasons for locating at their present institutions:

Moderate Importance	High Importance
Increased status and prestige	Competence of colleagues
Salary scale	Congeniality of colleagues
Institution's physical facilities	Geographic location
	Potential for advancement

B. Reasons for Remaining at Current Institution

In every category but two the importance ratings for remaining at the current institutions were consistent with the reasons for selecting the institutions in the first place. Duties and responsibilities of the position was still the number one consideration; 52.6 percent rated this factor of very high importance. Spouse employment opportunities again was perceived by a significant percentage of academic leaders (44.7 percent) as being of no importance in a decision to remain in their present places of employment. Three additional categories added as possible constraints on mobility - lack of opportunity elsewhere, costs of relocation and search procedures elsewhere - were rated of no importance by the largest percentages of deans.

An examination of the mobility data by dean and institution type reveals one major distinction from the aggregate. The mission and philosophy of the institution as a reason for remaining at the present location was rated of very high importance by just 34.9 percent of the sample as a whole. On the other hand, this factor received very high importance marks from a majority of undergraduate professional (51.6 percent) and post-baccalaureate professsional (61.5 percent) deans employed at liberal arts colleges.

Would They Do It Again?

A majority of the deans in the sample (68.2 percent) responded "yes" to the question: If you could start over, would you choose to be an administrator? A total of 9.0 percent said "no" and 21.8 percent answered "maybe."

Career Changes

We asked the deans to express their opinions concerning the changes that have taken place in their careers as administrators by considering the following issues: professional advancement opportunities, satisfaction from being in higher education, personal autonomy, financial compensation, intellectual challange, opportunity to foster change, and the opportunity to serve others.

A majority of deans saw an increase in each category with the greatest percentage of change (72.3 percent) recorded for financial compensation. The issue which just barely received a majority opinion (50.1 percent) was personal autonomy (see Table 17).

When the data pertaining to current career changes are examined by type of dean and by type of institution, the figures generally agree with the general Leaders sample with two major exceptions. The deans administering post-baccalaureate professions feel that the opportunity to foster change has undergone the greatest increase and gave the highest percentage (72.2 percent) for this issue (see Table 17). The second exception involves deans working in liberal arts colleges. In their opinion, the greatest percentage increase (71.5 percent) was recorded for the opportunity to serve others.

Current Issues

The academic deans were asked to consider the changes taking place in higher education today. Using a scale of major/moderate decrease, no change and major/moderate increase, they could indicate their opinions concerning a series of 15 issues (see Section I, p. 23 for complete list).

The results reveal that a majority of academic administrators saw an increase for 10 of the factors. The issue receiving the largest percentage of increase (76.8 percent) was resources to comply with federal laws. A similar percentage (75.6 percent) of deans saw a recent increase in competition for students and support for women's issues. Quality of faculty scholarship was perceived by 71.4 percent of the deans to have undergone an increase. Similarly support for minority issues received a substantial percentage (70.4 percent). The other issues for which a majority of respondents marked an increase were: quality of academic programs (67.6 percent), litigation against the institution (57.2 percent), quality of teaching (55.9 percent), quality of administrators (55.3 percent), and quality of leadership (53.0 percent). Nearly one-half of the deans (46.6 percent) rated the quality of students as having shown a recent increase at their institutions.

There were only two issues in which the largest percentages were recorded on the decrease end of the scale: morale of faculty (48.6 percent) and state financial support for the institution (40.8 percent).

In the opinion of a majority of academic deans, the remaining two issues - freedom to do one's work and the autonomy of the institution - have not undergone any recent change at their institutions as the respective figures of 60.9 percent and 52.4 percent support (see Table 18).

Deans employed at liberal arts colleges generally saw less change than their colleagues at other types of institutions. For example, while 81.1 percent of those employed at research and doctoral-granting institutions and 75.5 percent of the deans at comprehensive universities recorded an increase for resources to comply with federal laws, only 67.7 percent of the administrators at liberal arts colleges concurred. Similar figures are seen regarding support for women's issues; a total of 81.9 percent employed at research and doctoral-granting institutions and 72.4 percent working at comprehensive universities marked an increase in this area compared to 67.7 percent of liberal arts deans.

In addition, substantial percentages of liberal arts deans perceived no recent change for four of the issues: state support for the institution (44.2 percent), litigation against the institution (54.6 percent), freedom to do one's own work (58.1 percent) and the autonomy of the institution (60.8 percent).

Budget Cuts

Because of the expectation that resources in the next few years may be insufficient to fulfill all demands, respondents were asked to indicate the priority a list of factors should have if budget cuts become necessary at their institutions. They were asked to use a scale in which (1) indicated the item should be among the FIRST to be cut; (2) the item would occupy an INTERMEDIATE position; (3) the item would be among the LAST to be cut (see Section I, p. 25 for complete list).

Only one issue was perceived by a majority of deans to be in the CUT FIRST category - funds for athletics. A total of 70.2 percent of these academic leaders gave this area the least priority at their institutions.

The two items for which a majority of deans gave the highest priority were funds for teaching programs and faculty salaries. A total of 68.2 percent of deans would cut teaching funds last and 64.0 percent would protect faculty salaries if budget cuts become necessary (see Table 19).

The remaining issues were of an INTERMEDIATE concern to the academic deans in the sample:

Administrator salaries
Number of senior faculty
Number of junior faculty
Number of support staff
Number of administrators
Funds for student services
Research support funds
Funds for administrative operations
Funds for laboratories
Funds for libraries
Financial aid to students

Future Concerns

Finally current administrators were asked to address a list of 15 issues and determine of what importance each would have at their institutions in the next five years using a scale of no, low, moderate, high or very high concern.

No single issue was perceived by a majority of respondents to be of very high importance. The largest percentages of very high concern were recorded for public perception of the institution (48.2 percent) and

student retention (46.4 percent). Most of the other issues fell in the moderate to high levels of concern with only one issue, collective bargaining, receiving a sizeable percentage (39.8 percent) of deans who felt this factor would be of no concern for their institutions in the next five years.

When the data are further evaluated by institution type, it is interesting to note that those concerns directly related to students receive greater percentages of very high concern from deans working at liberal arts colleges than at other types of institutions, as shown in Table 20.

TABLE 9
ACADEMIC DEAN FREQUENCIES
BY TYPE OF DEAN
(N = 1293)

Type of Dean	N	%
Undergraduate Arts and Sciences	268	20.7
Graduate Science Programs	134	10.4
Post-baccalaureate Professional	119	9.2
Undergraduate Professional	555	42.9
Continuing Education	217	16.8
Total	1,293	100

TABLE 10
FREQUENCY OF TYPE OF DEAN
BY INSTITUTION TYPE
(N = 1293)

TYPE OF DEAN	INSTITUTION TYPE					
	Research-Doctoral		Comprehensive		Liberal Arts	
	N	%	N	%	N	%
Undergraduate Arts and Sciences	83	31.0	165	51.6	20	7.5
Graduate Programs	42	31.3	77	57.5	15	11.2
Post-baccalaureate Programs	80	67.2	26	21.8	13	10.9
Undergraduate Programs	225	40.5	299	53.9	31	5.6
Continuing Education	64	29.5	99	45.6	54	24.9
Total	494	38.2	666	51.5	133	10.3

TABLE 11
COMPOSITE TABLE FOR DEANS

Demographic	Deans (N=1293)	
	N	%
Age		
20-29	5	.4
30-39	102	7.9
40-49	467	36.1
50-59	520	40.2
60 and over	199	15.4
Sex		
Male	1114	86.2
Female	178	13.8
Missing	1	.0
Race		
White	1196	92.5
Minority	93	7.2
Missing	4	.3
Marital Status		
Religious Order	34	2.6
Single/Never Married	86	6.7
Married	1076	83.3
Separated/Divorced	79	6.1
Widowed	16	1.2
Missing	2	.1
First to Hold Current Position		
Yes	192	14.8
No	1101	85.2
Number of Years in Current Position		
Position	723	58.3
5 or less	328	26.4
11 or more	190	15.3
Missing	52	4.0
Number of Professional Positions Held		
3 or less	101	7.8
4-8	978	75.6
9 or more	214	16.6
Choose to be an Administrator Again		
Yes	879	68.2
No	116	9.0
Maybe	284	21.8
Missing	14	1.0

TABLE 12

PRIMARY FIELD OF STUDY FOR
FIRST BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES

FIELD OF STUDY	DEGREE					
	B.A.		M.A.		Doctorate	
	N	%	N	%	N	%
Agriculture and Natural Sciences	45	3.6	37	3.3	34	2.9
Biological Sciences	69	5.5	42	3.7	47	4.0
Education	204	16.2	329	28.9	358	30.7
Engineering	80	6.4	67	5.9	62	5.3
Health Profession	47	3.7	58	5.1	72	6.2
Humanities	351	27.9	269	23.6	233	20.0
Physical Sciences	158	12.6	82	7.2	100	8.6
Social Sciences	191	15.2	119	10.5	122	10.5
Other Professions	113	9.0	135	11.9	137	11.8
TOTAL	1,258	100.0	1,138	100.0	1,165	100.0

TABLE 13

NUMBER OF DEANS HOLDING GRADUATE APPOINTMENTS
WHILE COMPLETING MASTERS AND DOCTORAL DEGREES

TYPE OF ASSISTANTSHIP	DEGREE			
	M.A. N = 1215		Doctoral N = 1189	
	N	%	N	%
Research Assistant	170	14.0	299	25.1
Teaching Assistant	308	25.3	491	41.3
Program or Research	26	2.1	21	1.8
Fellowship or Teaching	168	13.8	404	34.0
Other	57	4.7	127	10.7

*% = Percent of total number of deans who hold one or more masters' and doctoral degrees.

TABLE 14

RANK AND TENURE OF ACADEMIC DEANS
BY TYPE OF DEAN

Types of Deans	Hold Tenure N = 1274		Hold Academic Rank N = 1289		RANK HELD							
					Professor		Associate Professor		Assistant Professor		Instructor	
					*% = Percentage of those who indicated rank							
	N	%	N	%	N	%*	N	%*	N	%*	N	%*
Undergraduate Arts and Sciences	218	81.7	255	95.5	223	87.1	33	12.9	0	0	0	0
Graduate Programs	109	82.6	124	92.5	101	82.1	18	14.6	4	3.2	0	0
Post-Baccalaureate Professions	107	90.7	113	95.8	102	90.3	10	8.8	1	.8	0	0
Undergraduate Professions	446	82.1	529	95.5	463	87.7	56	10.6	7	1.3	2	.4
Continuing Education	111	51.9	148	68.5	81	55.5	46	31.5	18	12.3	1	1.7

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TABLE 15

PROFESSIONAL ACTIVITIES OF DEANS BY INSTITUTION TYPE

ACTIVITY	INSTITUTION TYPE		
	Doctoral Granting N = 494	Compre-hensive N=666	Liberal Arts N = 133
(% based on number of deans who participated and considered activity important.)			
	%	%	%
Paid External Consultant	54.6	50.6	39.5
State/Region Association Board of Directors	47.3	50.3	26.5
Publication of Books/Monographs	59.9	44.9	29.5
Publication in Scholarly Journals	78.7	57.4	36.4

TABLE 16
FIRST MENTOR RELATIONSHIPS OF ACADEMIC DEANS

MENTOR VARIABLES	DEANS	
	N	%
Had Mentor	723	56.0
Mentor's Position		
Professor	295	41.7
Administrator	334	47.2
Protege Position		
Student	336	47.0
Professor	170	23.8
Administrator	117	16.4
Mentor's Sex		
Male	647	89.5
Female	76	10.5
Importance of Mentor		
Very	358	49.5
Somewhat	314	43.4
Not at all	44	6.1

TABLE 17

CAREER CHANGES: A COMPARISON BETWEEN THE TOTAL DEAN SAMPLE AND DEAN TYPE

Change Issues	Total Sample	Undergrad. Arts/Sci.	Graduate Programs	Post B.A. Prof.	Undergrad. Prof.	Continuing Education
	N=1293	N = 268	N = 134	N = 119	N = 555	N = 217
	(Percentage who marked "increase")					
Professional Advancement Opportunities	56.7	53.3	60.?	52.2	56.0	63.0
Satisfaction in Higher Education	54.9	54.3	54.1	52.2	53.3	61.6
Personal Autonomy	50.1	47.4	47.7	50.0	48.1	60.0
Financial Compensation	72.3	75.7	76.5	69.6	69.1	75.2
Intellectual Challenge	58.2	55.1	60.2	60.5	56.5	64.0
Opportunity to Foster Change	67.6	67.8	67.9	72.2	65.7	69.3
Opportunity to Serve Others	68.7	72.4	68.9	64.3	66.2	72.9

TABLE 18
CURRENT ISSUES BY DEAN TYPE COMPARED TO TOTAL DEAN SAMPLE

Issues	Total Sample	Undergrad. Arts/Sci.	Graduate Programs	Post B.A. Prof.	Undergrad. Prof.	Continuing Education
	N=1293	N = 268	N = 134	N = 119	N = 555	N = 217
	%	%	%	%	%	%
Issues Marked "increase"						
Quality of faculty scholarship	71.4	77.4	78.4	74.1	70.1	61.4
Quality of teaching	55.9	61.1	47.4	60.7	56.6	48.1
Quality of students	46.6	38.6	43.1	51.7	51.1	44.2
Quality of administration	55.3	55.5	53.7	50.9	53.8	61.8
Quality of leadership	53.0	55.9	53.4	50.4	51.2	54.8
Quality of academic programs	75.6	75.7	79.5	80.0	77.3	66.0
Support for women's issues	70.4	69.0	76.1	75.4	72.9	59.3
Support for minority issues	75.6	77.5	77.6	70.4	74.3	77.7
Competition for students	76.8	76.0	83.5	74.3	76.1	77.0
Resources to comply with federal laws	57.2	59.9	59.1	62.0	57.4	49.2
Litigation against institutions						
Issues marked "no change"						
Freedom to do one's own work	60.9	62.5	68.2	66.7	60.7	52.1
Autonomy of the institution	52.4	53.3	45.9	51.7	53.5	53.1
Issues marked "decrease"						
Morale of the faculty	48.6	49.2	50.7	7.0	47.9	54.8
State financial support for institutions	40.8	38.8	43.9	42.7	43.1	38.9

TABLE 19

BUDGET CUTS:
A COMPARISON BETWEEN TOTAL DEAN SAMPLE AND TYPE OF DEAN

BUDGET CUT PRIORITIES	Total Sample	Undergrad. Arts/Sci.	Graduate Programs	Post B.A. Prof.	Undergrad. Prof.	Continuing Education
	N=1293	N = 268	N = 134	N = 119	N = 555	N = 217
Cut First	%	%	%	%	%	%
Funds for Athletics	70.2	78.2	74.6	63.2	69.5	63.2
Cut Last						
Funds for Teaching Programs	68.2	74.3	65.6	63.8	70.4	59.0
Faculty Salaries	64.0	64.9	58.0	65.3	69.9	50.9
Funds for Libraries	49.0	55.2	58.5	50.9	44.8	45.3
Financial Aid to Students	45.3	51.5	48.9	60.0	37.3	47.2

TABLE 20

FUTURE CONCERNS OF ACADEMIC DEANS
BY INSTITUTION TYPE

CONCERNS	INSTITUTION TYPES		
	Research Doctoral-Granting	Comprehensive	Liberal Arts
	N = 494	N = 666	N = 133
	(% marking "very high" importance")		
1. Student Development	17.0	25.0	25.8
2. State Aid for Students	25.7	32.5	33.1
3. Federal Aid for Students	28.4	27.8	44.7
4. Student Recruitment	33.7	44.1	60.9
5. Student Retention	32.0	52.2	67.4

PART III
ACADEMIC LEADERS' CAREERS AND CAREER MOBILITY

The concept of a career has importance and meaning for most individuals in our society. Hughes defines the career as "the moving perspective in which the person sees his life as a whole and interprets the meaning of his various attributes, actions, and the things which happen to him" (1968, p. 17). A career, then, provides a point of reference, a way for individuals to measure accomplishments and rewards; as such, it is something that many people work toward advancing and improving. And, because in the last century we have become less a society of independent workers (Presthus, 1978), a career is increasingly something that is built, and thus must be examined within an organizational context.

Much of the research on careers attempts to explain career mobility in terms of family or individual characteristics such as parental socio-economic status, intelligence, or job satisfaction and productivity (see Blau and Duncan, 1967; Duncan, Featherman and Duncan, 1972). Another set of literature focuses on labor market economics (see Featherman and Hauser, 1978). While these perspectives provide useful insights into socio-economic attainment and external influences on occupational choice, they are not of great assistance in understanding what Spilerman (1977, p. 552) terms the "linkages" that exist among the jobs of a particular career line. They do not provide an examination of the sequencing of jobs or of the impact each position may have on an individual's career history.

An examination of the normative academic administrators' career paths requires such an understanding. Although past studies have attempted to outline the professional career experiences of college and university presidents, little has been done to examine these experiences as part of a comprehensive whole. Prior research has shown, for example, that the majority of chief executives have had faculty and administrative experience (see Bolman, 1965; Brooks, 1974). Yet, only Ferrari (1970) has made any effort to collect career data on a large number of presidents and to put it within a chronological framework. This effort must be expanded if we are to increase our understanding of

the career mobility of college and university presidents, provosts, deans and the other administrators.

The present study takes Spilerman's (1977) notion of the "career trajectory" as a way to better understand administrative careers. This is accomplished by first establishing an "ideal" career trajectory for the three types of line administrators; presidents, provosts and deans. Each "ideal" career trajectory is developed by establishing those sequentially ordered, common positions that commence with a single or fixed entry position and culminate in a single, fixed top position.

A review of the literature on all three positions suggested strongly that it would be possible to posit a single career trajectory that would encompass all three positions in a hierarchical sequence. This "ideal" career trajectory is the one cited by Cohen and March (1974) in their study of presidential careers. It incorporates five-rungs: president, provost, dean, department chair and faculty member. In other words, the literature suggests that there is a single, logical hierarchy into which the three positions fit and through which it is assumed most academic administrators would pass to achieve those top positions. While deviations are anticipated, it was presumed that the norm of academic succession was represented in this five-rung ladder.

Thus the ideal provost's career trajectory was posited to be identical to the five-rung presidential one, minus the top rung. For the dean's career trajectory a fourth rung was inserted into the truncated presidential ladder to include experience as an assistant or associate dean or assistant to the dean. The dean's ladder appears as follows:

Dean

Assistant, Associate Dean, Assistant to

Department Chair

Faculty

In order to examine whether or not each of the three hypothetical career trajectories were correct, the career histories of all presidents, provosts and deans were analyzed. First each career history was matched with the appropriate ideal ladder. Second, each career history which did not fit the ideal was further categorized according to a variety of ordered deviations from the ideal; that is, by the number of rungs that were skipped and the nature of the substitute position(s).

President's Career Trajectory

Figure 1 details the variations from the ideal career path expressed in the career histories of the 156 presidents in the sample. All were currently serving as president, but many had held the remaining four positions in varying numbers. They had skipped one, two, three and all four other positions identified as part of the ideal career ladder leading to a presidency.

Variation I in Figure 1 represents the normative career path; that is, it indicates that the respondent served as a faculty member, department chairman, academic dean, and provost prior to assuming a presidency. The career histories of only five chief executives (3.2 percent) matched this career ladder, indicating that the ideal path delineated by Cohen and March (1974) does not accurately describe the professional experiences of a significant proportion of current presidents.

The next three path variations represent the career histories of individuals who have skipped one of the positions identified as part of the ideal career ladder. These presidents each had served as a faculty member but had skipped either a position as department chairman, dean, or provost on their way to the top administrative post. The career paths of thirty individuals (19.3 percent) can be categorized under one of these variations. Table 21 provides complete data on the distribution of individuals in relation to the ideal career ladder and its alternatives.

Career path variations 5 through 8 represent the professional career histories of forty-eight college and university presidents (30.8 percent). These alternatives indicate that the respondents did not hold two of the trajectory positions. The largest percentage of chief executives (32.1 percent) skipped three positions on the career trajectory. They most often served as a faculty member at some time before assuming a presidency, but they did not serve as a department chairman, dean, or provost. When paths 9, 10 and 11 are combined, these faculty-based variations account for the career histories of forty-two presidential incumbents (26.9 percent).

It must be noted that path variations 10 and 11 are more detailed versions of path nine. Each indicates that the individual had served as a faculty member but not as department chairman, dean, or provost before assuming a presidency. The intervening positions, however, were judged to be of a different enough nature to warrant discussion as distinct permutations. Variation 9, for example, represents movement directly from a faculty post to a presidency, while variation 10 shows that the individual moved into other administrative positions within higher education institutions prior to assuming the top leadership post. Variation 11 indicates that the individual served as a faculty member, then moved to positions outside of an insitutional setting before returning as president.

Similarly, variations 14 and 15 are different versions of one path. They show that presidents achieved the top administrative position without serving in any of the previous career ladder positions. Path 14, however, indicates that the individual came from outside a postsecondary institution to assume that post, while path 15 indicates prior administrative experience within a college or university. The career histories of twenty-three chief executives (14.8 percent) can be categorized under one of these two paths.

It must again be noted that analysis of the presidential career histories includes examination of all reported professional positions

held by the incumbents. By merely looking at the variations provided by the normative ladder, one might assume that a respondent had held only five positions, ranging from faculty member to president. This is not necessarily the case. An individual may have held a faculty post at three different insitutions, but in this analysis the position as a faculty member was counted only once. Similarly, other professional positions not on the career path which an individual may have held are discussed only in relation to the effect they have on that path. Thus, between the time he or she served as a department chairman and dean, a president may have served in another professional position, either within or outside of a postsecondary institution. Such positions are important here primarily in explanation of path variations 10, 11, 14, and 15.

Variation 10 alone accounts for the professional career movements of twenty-six of the presidents sampled (16.7 percent) and is the largest single career path alternative. This path indicates that once the individual served as a faculty member, he or she moved into the nonacademic administrative hierarchy of a college or university and eventually assumed a presidential post. Thirteen individuals within this group, however, had held professional positions prior to their first faculty appointment; six people had served as elementary or secondary school teachers, four as college or university administrators, and one each as an attorney, engineer, and pastor.

Provosts' Career Trajectory

For the purposes of this analysis, the "ideal" career path of provosts was conceptualized as a truncated version of the presidents' ideal career trajectory. The key positions in the career paths of provosts are thought to be faculty member, department chairperson, dean (or acting dean) and provost. Using these key positions, seven potential career paths leading to the provost position were identified. Figure 2 details the seven variatons from the hypothetical ideal career path. None of the provosts in the sample followed the "ideal path: having held all three positions thought to lead to the provosts' position. Provosts are most likely to have come to their position directly from the faculty. Table 22 shows the distribution among the seven career paths. A large percentage (39.6 percent) have followed path 3 (faculty, chair, provost). Fifteen or approximately 10 percent of the provosts have come to the provost position from outside of the normative career path defined for purposes of this analysis. These provosts may have held other administrative positions or they may have come from outside higher education. Of these fifteen, three held dean or acting dean positions before becoming provosts.

This pattern varies little by institution type. However, all of the provosts at research and doctoral-granting institutions have taken paths four (66.7 percent) or five (33.3 percent). At both comprehensive colleges and universities and liberal arts colleges, the vast majority of provosts also have taken these two paths; however, a few provosts have come to their positions directly from outside of hypothesized career trajectory. There are no notable differences when analyzed by sex.

Deans' Career Trajectory

The literature on the academic dean suggests that deans come directly from the faculty and that the most likely intermediate position is that of department chairperson. We identified six potential career paths and analyzed the career histories of 1293 deans in order to determine the most frequently traveled career ladder. The career paths identified are depicted in Figure 3. The first four career paths begin from the faculty and are essentially internal paths. The last two paths begin with some position other than faculty. Table 25 indicates the percentage of deans by the five dean types whose careers have followed one of the six career variations. The largest percentage of deans overall came to their positions directly from the faculty (variation 4). Among the five types of deans, those in post-baccalaureate professional schools were most likely to exhibit this pattern (52.5 percent). The next largest percentage of deans overall had moved from faculty to chair to dean (variation 2). Deans of undergraduate arts and sciences were most likely to follow this route (44.8 percent). Fifteen percent became deans with no faculty experience at all (variations 5 and 6). Those who serve as deans of continuing education were most likely to follow this pattern (39.4 percent).

In their research on law school deans, Abramson and Moss (1977) observed that assistant and associate deans were not moving to dean positions and that consequently a pool of "trained" administrators was being overlooked. At first glance, it would seem that our research confirms this. For four of the five types of deans, variations two (faculty, chair, dean) and four (faculty, dean) are the most frequently traveled paths to the deanship.

Continuing education deans, as they have so frequently throughout the analysis, depart from the pattern followed by other types of deans. While variation 4 (faculty-dean) is the most frequently followed path of academic deans overall, relatively greater percentages of continuing education deans have taken other paths to the deanship. Twenty-five percent of continuing education deans have come directly from positions outside the faculty to the deanship. The position of assistant or associate dean may be viewed as somewhat more important for continuing education deans. This is particularly true for continuing education deans coming from outside higher education. Continuing education deans also are more likely than other types of deans to take path 5 (assistant dean, dean) (14.4 percent).

Just how important is the position of assistant or associate dean as an assessment position for eventual deanship? There are three paths in this analysis which include the assistant/associate position. They are path 1 (faculty, chair, assistant/associate dean, dean), path 3 (faculty, assistant/associate dean, dean) and path 5 (assistant dean/associate dean, dean). By combining these three paths we can gain a better idea of just how important the positions of assistant and/or associate dean are in the deanship career ladder.

A total of 21.6 percent of the deans in the sample (N = 1,249) had held an assistant or associate deanship. Continuing education deans are

relatively more likely than other types of deans to have been an assistant or associate dean and undergraduate arts and sciences deans are the least likely (17.6 percent) (see Table 24).

When all deans' careers are analyzed by institution-type, it appears that for the combined deans the assistant or associate dean position is a much more important step in the career ladder of deans at research and doctoral-granting institutions (29.4 percent) than it is for comprehensive college and university deans (17.7 percent) or for liberal arts college deans (11.6 percent). Female deans are slightly more likely (24 percent) than their male counterparts to have been an assistant or associate dean (21.2 percent).

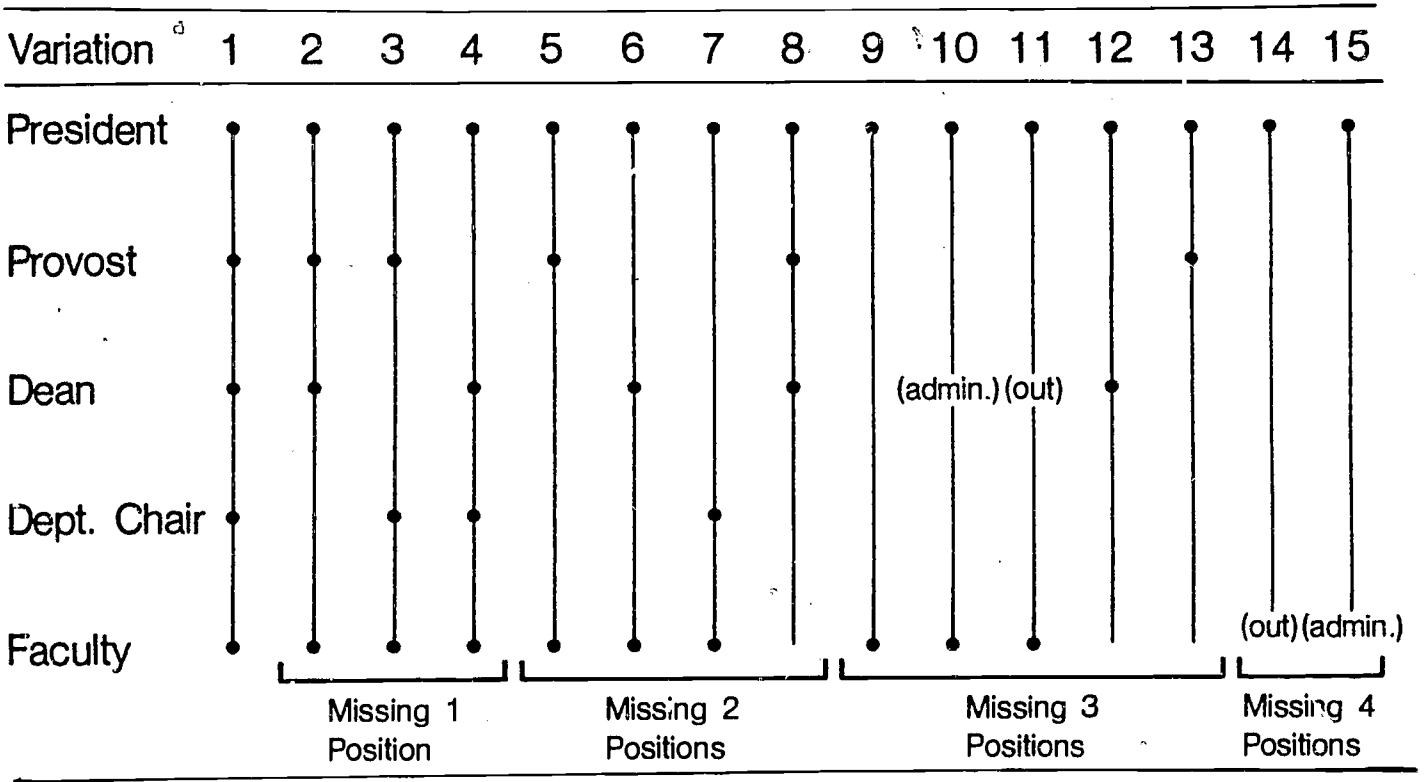

Figure 1. Variations on the Normative Presidential Career Path

TABLE 21

DISTRIBUTION OF PRESIDENTAL CAREER EXPERIENCES AMONG THE VARIATIONS OF THE NORMATIVE CAREER TRAJECTORY (N = 156)

Career Path Variations	N	Percent
A. Perfect Match (#1)	5	3.2
B. Missing 1 Position		
1. Minus Department Chair (#2)	5	3.2
2. Minus Dean (#3)	14	9.0
3. Minus Provost (#4)	11	7.1
Subtotal	30	19.3
C. Missing 2 Positions		
1. Minus Chair and Dean (#5)	22	14.1
2. Minus Chair and Provost (#6)	18	11.5
3. Minus Provost and Dean (#7)	7	4.5
4. Minus Faculty and Chair (#8)	1	.6
Subtotal	48	30.7
D. Missing 3 Positions		
1. Faculty to President (#9)	9	5.8
2. Faculty to Admin. to President (#10)	26	16.7
3. Faculty to Outside to President (#11)	7	4.5
4. Minus Faculty, Chair, and Provost (#12)	2	1.3
5. Minus Faculty, Chair, and Dean (#13)	6	3.8
Subtotal	50	32.1
E. Missing 4 Positions		
1. Outside to President (#14)	7	4.5
2. Administrative to President (#15)	16	10.3
Subtotal	23	14.8
TOTAL	156	100.00

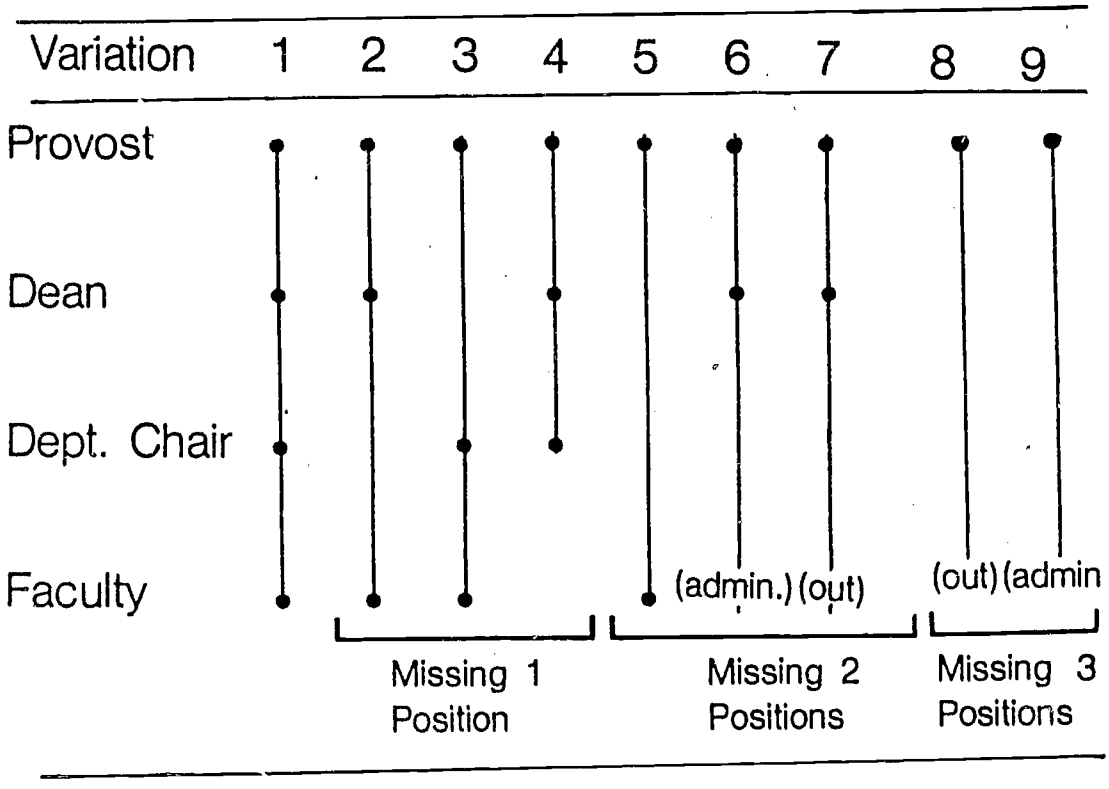

Figure 2. Variations on the Normative Provost Career Path

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TABLE 22

DISTRIBUTION OF PROVOSTS' CAREER EXPERIENCE
AMONG THE VARIATIONS OF THE IDEAL CAREER TRAJECTORY
N = 151

Career Path Variations	N	%
A. Perfect Match (#1)	0	0
B. Missing 1 position		
1. Minus department chair (#2)	2	1.3
2. Minus dean (#3)	61	40.4
3. Minus faculty (#4)	1	.6
Subtotal	64	42.3
C. Missing 2 positions		
1. Minus chair and dean (#5)	72	47.7
2. Minus faculty and chair		
a. Other Administrators (#6)	4	2.7
b. Outside (#7)	8	5.3
Subtotal	84	55.7
D. Missing 3 positions		
1. Minus faculty, chair and dean		
a. Other administrators (#8)	0	0
b. Outside (#9)	3	2.0
Subtotal	3	2.0
TOTAL	151	100.00

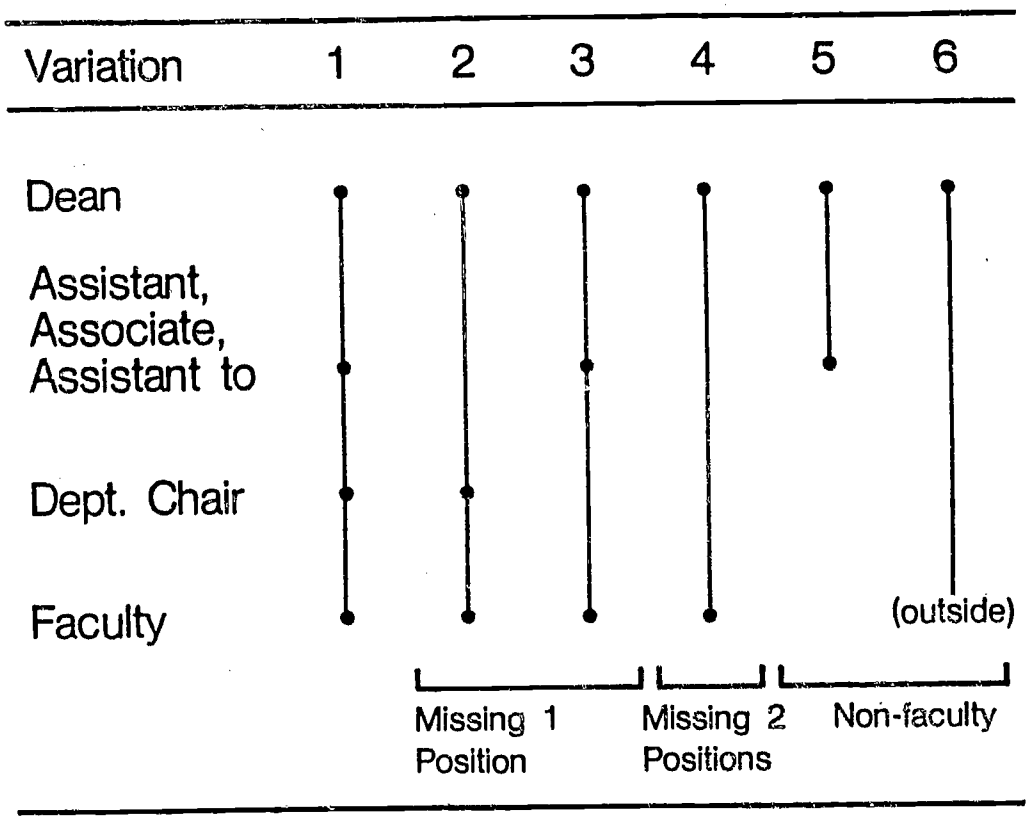

Figure 3. Variations on the Deans' Career Trajectory.

TABLE 23
DISTRIBUTION OF DEANS'CAREER EXPERIENCES
AMONG THE VARIATIONS OF THE IDEAL CAREER TRAJECTORY
(N = 1249)

TYPE OF DEAN	CAREER PATHS											
	1		2		3		4		5		6	
	N	%	N	%	N	%	N	%	N	%	N	%
Undergraduate Arts/Sciences	15	5.7	117	44.8	29	11.1	39	34.1	2	.1	9	3.4
Graduate Programs	7	5.3	39	29.8	21	16.0	52	39.7	3	2.3	9	6.9
Post Baccalaureate Professional	5	4.2	17	14.4	16	13.6	62	52.5	8	6.8	10	8.5
Undergraduate Professional	30	5.6	58	29.8	64	12.1	207	39.0	9	1.7	63	11.9
Continuing Education	3	1.4	13	6.3	28	13.5	82	39.4	30	14.4	52	25.0

TABLE 24

THE FREQUENCY OF THE ASSOCIATE/ASSISTANT
DEAN POSITION IN THE CAREER LADDER OF ACADEMIC DEANS

TYPE OF DEAN	CAREER PATHS							
	1		3		5		Total	
	(% based on total number of deans in each group)							
	N	%	N	%	N	%	N	%
Undergraduate Arts and Sciences	15	5.7	29	11.1	2	.8	46	17.6
Graduate Programs	7	5.3	21	16.0	3	2.3	31	23.7
Post Baccalaureate Professional	5	4.2	16	13.6	8	6.8	29	24.6
Undergraduate Professional	30	5.6	64	12.1	9	1.7	103	19.4
Continuing Education	3	1.4	28	13.5	30	14.4	61	29.3

PART IV
CONCLUSION AND IMPLICATIONS

This report has focused on the three administrative positions in colleges and universities that are responsible for most academic decisions. Presidents, provosts, and deans oversee the quality and vitality of the academic pursuits of both students and faculty. A principal contribution of this study is the information it provides about the individuals who hold these positions in higher education institutions. Although there is a sizeable literature on both the presidents' and the deans' positions, there has been virtually no study of the provostship (or academic vice-presidency) and certainly none that relates the three positions in the context of other administrative positions. The high response rate to the Leaders survey and to various discussions of the data prior to this report suggest that administrators welcomed the opportunity to report on their careers and their opinions.

American higher education is entering a period of reallocation, reassessment and possible restructuring. The leadership provided by individuals in the positions studied here will be crucial to the continued success and even survival of the higher education enterprise. It seems timely to examine who these leaders are and what their opinions portend.

Personal and Educational Characteristics

First, an examination of the personal and educational background information for the three positions suggests several conclusions. Regarding the characteristics of persons holding these positions, it must be said that they are remarkably similar. Most are white males between the ages of 45 and 59, married, with earned doctorates. In other words, the topline as a group are similar to their colleagues who are full professors and to the majority of their counterparts in other

professions and other executive positions. Women and minorities have made only small inroads; overall percentages in any of the three offices are not much greater than those reported a decade ago. There remains a long way to go before the academic line reflects the diversity present in the student bodies of the institutions they oversee. Moreover, if one cares to view the three positions as constituting an administrative career ladder that commences in a dean's position and rises through the provostship to the presidency, there is still little room to be optimistic about future diversity since only a relatively small percentage of deans currently are women (13.8 percent) and/or minorities (7.2 percent).

Nevertheless there are certain strengths to be found in the homogeneity of the incumbents. The main one is the rootedness of all three positions in the faculty. That is to say, over 80 percent of presidents, provosts and deans in the Leaders survey had faculty experience. Many continue to hold rank and tenure and to remain somewhat active in scholarly pursuits. Deans in particular often continue to teach, and all three positions have incumbents who are active publishers, editors, and scholarly reviewers. Major differences among the positions run along the customary faultlines in the academic terrain. Type of institution (doctoral, comprehensive or liberal arts), type of control (public or private) and major field (especially for deans) appear to be key influences in the characteristics and career experiences of all three kinds of administrators. There is a particular kind of professional stability when administrators have most of their educational and work experience in the same type of institution.

That is not to say, however, that administrators are not mobile. Although the predominate career pattern appears to encourage "specialization" in one type of institution, a given administrator may change positions six or eight times involving three, four or five changes of institutions in the process. In this respect academic administrators truly resemble the faculty career pattern of high institutional mobility. This is in contrast to student affairs and business operations administrators in the general Leaders survey who are more likely to build their careers within a single institution.

The educational backgrounds of the topline shows a consistent demand for administrators who possess the Ph.D. degree in one of the traditional disciplines. Degrees in education, however, constitute a distinct alternative with other professional degrees supplying a third type of educational credential. Among presidents and provosts women are distinctive for having a higher percentage of Ph.Ds than men and for having held fellowships or traineeships as graduate students. Minorities typically have a greater extent of preparation in education than their white counterparts.

Career Plans and Current Opinions

For the most part, the presidents, provosts, and deans appear well satisfied with their careers to date. Most have witnessed an increase in salaries, responsibilities and opportunities to serve others. Most

are satisfied with their current positions, having been attracted to them by such factors as the duties and responsibilities of the jobs and the missions of their institutions. However, a small but important group (approximately 24 percent) are seeking or at least contemplating a job change. In addition, nearly 40 percent have held their current jobs for less than five years, so one gains an impression of modest but constant turnover in all three positions. The incumbents appear optimistic about their careers whether they are planning to move or to stay put. And most are content with their original choice to become an administrator.

With regard to their opinions concerning important issues facing their institutions there is considerable agreement among the respondents that student recruitments and retention are the lead issues for the 1980s. These key executives are equally convinced that faculty salaries and student financial aid should be defended as much as possible if cuts become necessary at their institutions. There are differences among the three positions in that provosts and deans are more likely to reflect the general sentiments of the total Leaders sample. But presidents appear more cognizant of the range of choices and issues facing their institutions. Moreover, there appear to be greater differences among administrators based on the type of institutions in which they work than the kinds of positions they hold. While academic administrators generally agree on the future importance of student recruitment and retention, those in liberal arts colleges are much more vehement on this issue than are these administrators who work in doctoral-granting institutions. Similarly, academic administrators from the former type of institutions feel more strongly about the importance of retaining the funds for financial aid for students than those administrators in doctoral-granting institutions.

Career Patterns

The career model for academic administrators portrayed in the literature specifies a single linear progression of positions leading from the faculty through department chair to dean, provost and finally a presidency. When the three positions specified in this description were examined different patterns emerged. The most striking finding is the diversity of approaches that appear permissible. Morever, the diversity appears to relate to the status of the post. Where one might expect a narrowing of experiences as one moves up a corporate ladder, in academe it would appear that the reverse is true. Individuals have taken fewer different routes to achieve deanships than they have to become presidents. None of the middle positions on the career ladder such as dean or provost appear to be prerequisites for the presidency.

However, two career requisites do appear quite strongly: faculty experience and prior experience in a similar type of institution. These requirements appear to be in force for all three positions examined here. Since these positions are in academic administration, the strength of faculty experience is not surprising. But the strength of prior institutional experience was not predicted initially. It appears that such institution-specific experience is readier currency in the administrator marketplace than purely prior administrative experience.

Implications for Policy and Practice

Essentially three issues emerged in the study: diversity, mobility, and career development. With respect to diversity, the data indicate that more effort is needed if women and minorities are to have greater opportunities to participate in academic administration at the highest levels. Yet the lower level administrative posts do not exhibit much greater diversity from which to draw future academic leaders. Moreover current female and minority incumbents do not appear to differ in most respects from their male and white counterparts. There is room for more vigorous recruitment and career encouragement of women and minorities.

With respect to mobility, the presidents, provosts, and deans in the Leaders survey appear to experience considerable mobility whether this is measured in terms of "distance" from their birthplaces, or by length of time in positions, or by number and kinds of career moves. When it is understood that most administrators' careers are usually built on top of (or in addition to) lengthy preparation for and service in the faculty, the propensity for additional career mobility is worth noting. A unique characteristic of this mobility is the "tracking" by institution-type. Looking at it from the point of view of the administrator marketplace, there appears to be a strong bias towards hiring administrators whose education and work experience have been in a similar if not the identical institution. From the point of view of the individual, it appears that an administrator's mobility is more bounded by the nature of the institutional context than by the work experience itself. As the demand for more extensive and "expert" managerial skills increases, it is likely that socialization to an institution's mission and philosophy may not warrant the major emphasis it has held in the past. In its place greater emphasis on actual prior managerial experience may occur. Direct, specific preparation (training) for academic administration may be a useful and necessary investment for both individuals and institutions.

Finally, examination of the career patterns of this sample of incumbents and comparison with the "ideal" career ladder presented in the literature has proven illuminating. Clearly there is a belief that there is greater coherence and c[illegible]ncy in administrative careers than actually exists. Apart from faculty experience, many, many different kinds of experiences in higher education (and some outside) are substituted for any and all of the projected rungs on the ladder. This suggests either a recognition of the multiplicity of roles and experiences that may prepare an individual for academic leadership; or, a persistent bias against direct, specific preparation for such posts in preference for unplanned "natural" selection processes. While the latter explanation, if true, may be satisfactory if it is perceived as benign, effective, and efficient in accomplishing institutional objectives, that sense of satisfaction must and should diminish if it can be proven that any or all of these conditions are not being met sufficiently. That is, there are grounds in the Leaders survey to argue that the selection of administrators has not been entirely benign toward women and minorities. And there is some evidence to suggest that the preference for those who come from a similar type of institution may not be entirely effective or efficient when considering the total pool of

those who have administrative skills or experience. In the face of growing demands for enhanced institutional effectiveness, this is likely to change. Those who select chief academic administrators need to draw more widely from the rather large pool of experienced administrators in institutions unlike their own.

Finally, it is encouraging to learn that the overwhelming majority of administrators in the Leaders survey express high morale. If given the opportunity they would choose administration again as a career. It bodes well for the future of American higher education that so many find the job challenging, satisfying, and growth producing.

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